

# LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT PROGRAM

## 2019 Program Offerings



*Created and Presented by:*



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## Three Levels of Leader Development – Behaviour Competency Framework



### Coaching for Growth

To further support the realization of the leadership competencies, we have included access to 1:1 executive coaching. This coaching is intended to support individual professional and personal growth and development. In addition to working through operational challenges, coaching can provide an uplifting opportunity for individuals to create a deeper understanding and application of the materials, concepts, and individual discoveries made through their participation in the leadership courses. The coaches provided within this program are International Coach Federation (ICF) accredited coaches and adhere to the principles and ethics of ICF. Confidentiality of the content of the coaching sessions is maintained by the Coach.

Coaching is:

- Available to all senior leaders and managers
- Typically, an ongoing commitment, consisting of monthly 45-minute appointments
- Best utilized when the person is prepared for their coaching session with an operational or personal development opportunity topic
- Usually provided in a virtual environment

To best utilize coaching, the coachee is responsible for:

- Managing the booking and rescheduling of sessions (Cancellation is permitted with 5 days or more notice to the coach)
- Call on time from a private/undisturbed space
- Informing those they work with (staff, peers and boss) that they have a coaching session, ask for their support to maintain an interruption free time
- Calling the coach
- Coming prepared with a topic for coaching

Scheduling/availability is done through Acuity Scheduler accessed [HERE](#).

## Calendar of Offerings

### Senior Leadership

#### Senior Leadership Learning Offerings

| <i>Course</i>                   | <i>Days</i> | <i>Dates</i> | <i>Price per participant</i> |
|---------------------------------|-------------|--------------|------------------------------|
| Dare to Lead™                   | 4 DAYS      | TBA          | \$ 5,000                     |
| Leading a Learning Organization | 5 DAYS      | TBA          | \$ 7,000                     |

### Managers

#### Manager Learning Offerings

| <i>Course</i>           | <i>Days</i> | <i>Dates</i> | <i>Price per participant</i> |
|-------------------------|-------------|--------------|------------------------------|
| Dare to Lead™           | 4 DAYS      | TBA          | \$ 4,800                     |
| Building a Unicorn Team | 5 DAYS      | TBA          | \$ 6,000                     |

### Frontline Leaders

#### Frontline Leader Offerings

| <i>Course</i> | <i>Days</i> | <i>Dates</i> | <i>Price per participant</i> |
|---------------|-------------|--------------|------------------------------|
| Dare to Lead™ | 4 DAYS      | TBA          | \$ 4,800                     |

# Table of Contents

|  | Page      |
|--|-----------|
| <b>SENIOR LEADERSHIP OFFERING</b> .....      | <b>1</b>  |
| Leading a Learning Organization.....         | 1         |
| Dare to Lead™ .....                          | 3         |
| <b>Manager Offering</b> .....                | <b>5</b>  |
| Dare to Lead.....                            | 5         |
| Building A Unicorn Team.....                 | 7         |
| <b>Frontline Leader Offering</b> .....       | <b>9</b>  |
| Dare to Lead.....                            | 9         |
| <b>APPENDICES</b> .....                      | <b>13</b> |
| Setting Yourself Up For Success .....        | 13        |
| FAQ'S.....                                   | 13        |
| Behaviour Competency Framework .....         | 17        |
| Competency Rubrics .....                     | 19        |
| <i>Builds Positive Relationships</i> .....   | 19        |
| <i>Communicates Effectively</i> .....        | 21        |
| <i>Fosters Teamwork</i> .....                | 23        |
| <i>Builds Collaboration</i> .....            | 25        |
| <i>Develops &amp; Coaches Others</i> .....   | 27        |
| <i>Applies Systems Awareness</i> .....       | 29        |
| <i>Analysis &amp; Decision Making</i> .....  | 31        |
| <i>Navigates Conflict</i> .....              | 33        |
| <i>Solves Problems Effectively</i> .....     | 35        |
| <i>Develops Emotional Intelligence</i> ..... | 37        |



## Leading a Learning Organization



This course is a collaborative peer learning group, intended to generate greater realization of individual personal leadership style, and expand personal awareness of strengths and areas of development as a leader, within the context of inspiring business growth and encouraging authentic employee engagement. The content of learning will encompass current business leaders, business practices, and leadership development topics, including *The Future of Work - Managing a Multigenerational Workforce* and *The Role of the Leader in Creating Organizational Culture*. Drawing from the wealth of wisdom and a shared commitment towards each other and the business, you will continue to co-create an internal and external organizational brand that you are collectively proud of leading.

This course will include the completion of the Leadership Circle Profile™.

### Course Outcomes:

Through your active participation in this course, you will:

- Complete the Leadership Circle Profile™
- Review the Leadership Circle Profile™ individual results and Create an action plan to support the growth of each person's leadership skills and abilities;
- Actively support individual's leadership growth opportunities;
- Seek opportunities to apply the learning, by potentially uplifting awareness, generating new practices, coaching and mentoring others, and find ways to leverage the multi-generational workforce as a benefit, across the organization;
- Develop an awareness of the impact and influence the Leader has in creating an organizational culture;
- Create an action plan within each business unit of the organization, as to what areas or ways the Senior Leader intends to be more deliberate in their culture creating;
- Create a shared senior leadership action plan to leverage the strengths and address the growth opportunities, based on the Leadership Circle Profile™ organization group results;
- Generate the organizations unique definition of a learning organization;
- Evaluate patterns and identify innovative opportunities for business growth;
- Identify and Create opportunities for business unit synergies;
- Construct group-wide organizational processes and people practices; and
- Practice coaching within the Senior Leadership peer group.

**Primary Leader Development Competencies strengthened within this program include:**

Core Competencies

- Builds Positive Relationships
- Fosters Teamwork
- Communicates Effectively

Senior Level Competencies

- Inspires Innovation
- Enables Change
- Mentors and Coaches
- Promotes Sustainable Practices and Productivity
- Recognizes Business Opportunities

Course Length

5 days CCAG Senior Leaders

The Leadership Circle Profile™ process, will take place, virtually, over two sessions; 2 hours for unpacking the results and 2 hours for creating a personalized action plan. Following this, monthly individual virtual executive coaching sessions, of 1 hour each, will be provided to each participant, to support the learning and realization of their individual leadership action plans.

Participants

Senior Leadership Level

Requirements

Willingness to undertake shared work between learning days.

Prerequisites

None

Course Location

TBA

Homework

In between classroom sessions, participants will work on projects together.

Reference/Materials

Supporting materials will be provided.

Assessment

Pre-and Post-Behaviour Competency Rubric Assessment tools will be provided to participants for their completion.

Facilitators

Michelle Royle and Erica Groschler

## Dare to Lead™



*Leadership is not about titles, status, and wielding power. A leader is anyone who takes responsibility for finding the potential in people and processes and has the courage to develop that potential. (Brene Brown)*

- This course is intended to further develop brave and daring leaders; individuals who seek to create and influence courageous cultures in organizations, in which brave work, tough conversation, and openness are the expectation. Drawing on Brene Brown's research and key concepts from her book Dare to Lead (2018), participants will learn and apply the critical skills sets of courage-building in teams and organizations, in which people feel safe, seen, heard and respected, opening the door to creativity and innovation.

### **Course Outcomes:**

Through your active participation in this course, you will learn to:

- Rumble with vulnerability, building courage to address things that get in the way at work – discomfort, perfectionism, need for certainty, rushing - and to step into new ways of being that increase energy, collaboration and productivity;
- Live into your values – identify values, practice values through behaviours, and sustain them;
- Use values as a guide to decision making;
- Respond to fear with courage, staying in your values, and sustaining relationships;
- Create and sustain connection with others;
- Create practical buy-in and accountability;
- Face your fear and feelings and make space to attend to the fears and feelings of others in a skilled manner;
- Understand shame and how it shows up at work;
- Increase self compassion and develop empathy skills to minimize the debilitating impact of shame;
- Cultivate a culture in which brave work, tough conversations, and openness are the expectation and where armor – avoiding, pleasing or being aggressive – is not necessary or rewarded;
- Create a culture in which people feel safe, seen, heard and respected;
- Build 'Grounded Confidence' with rumble skills, curiosity, practice and learning;

## 2018 Program Offerings

- Provide and receive values driven, 'Engaged Feedback';
- Live BIG – learn how to define boundaries, practice values, and be generous in assumptions, particularly where there is tension or frustration;
- Brave Trust – explore how to talk about trust, build trust, and address breeches to specific component of trust; and
- Learn to Rise - practice resilience when there are setbacks and disappointments and apply learning to future situations.

### **Primary CCG Leader Development Competencies strengthened within this program include:**

#### Core Competencies

- Builds Positive Relationships
- Communicates Effectively
- Fosters Teamwork

#### Manager Level Competencies

- Builds Collaboration
- Develops and Coaches Others

#### Senior Level Competencies

- Develops and Coaches Others
- Enables Change

#### Course Length

4 days

As part of this program offering, each participant will be provided with four, 45 minute virtual executive coaching sessions. These coaching sessions will be scheduled to occur between classroom days and are intended to support individual application and integration of the learning, professional development growth areas and enable greater self awareness.

#### Participants

CCAG Senior Leadership Level, Managers and Front Line Leaders

#### Requirements

Must attend all 4 days

#### Prerequisites

Managers and Front Line Leaders must be recommended by their reporting Senior Leader.

#### Course Location

TBA

#### Homework

None

#### Reference/Materials

Dare to Lead: Brave Work, Tough Conversations. Whole Hearts. Brene Brown. Random House, 2018.

#### Assessment

Pre-and Post-Behaviour Competency Rubric Assessment tools will be provided to participants for their completion.

#### Course Facilitators

Michelle Royle and Jamie Davidoff

## Dare to Lead



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### **Primary Leader Development Competencies strengthened within this program include:**

#### Core Competencies

- Builds Positive Relationships
- Communicates Effectively
- Fosters Teamwork

#### Manager Level Competencies

- Builds Collaboration
- Develops and Coaches Others

#### Senior Level Competencies

- Mentors and Coaches
- Enables Change

#### Course Length

4 days

As part of this program offering, each participant will be provided with four, 45 minute virtual executive coaching sessions. These coaching sessions will be scheduled to occur between classroom days and are intended to support individual application and integration of the learning, professional development growth areas and enable greater self awareness.

#### Participants

CCAG Senior Leadership Level, Managers and Front Line Leaders

#### Requirements

Must attend all 4 days

#### Prerequisites

Managers and Front Line Leaders must be recommended by their Senior Leader.

#### Course Location

TBA

#### Homework

None

#### Reference/Materials

Dare to Lead: Brave Work, Tough Conversations. Whole Hearts. Brene Brown. Random House, 2018.

#### Assessment

Pre-and Post-Behaviour Competency Rubric Assessment tools will be provided to participants for their completion.

#### Course Facilitators

Michelle Royle and Jamie Davidoff

## Building A Unicorn Team



Organizations that want to accomplish purpose driven critical work and drive significant change are increasingly relying on teams. The membership of a *Unicorn team* comprises of individuals with a growth orientated mindset and are positively motivated towards achieving meaningful improvements. This course will offer the opportunity for participants to identify the leadership competencies needed to champion a high-performance team and the characteristics of *unicorn employees* in the context of a team focused on achieving an important shared goal. High performance team members have an insatiable curiosity, are uber resourceful, and are exceptionally resilient in the face of change viewing *failure* as a development opportunity. Highly competent team leaders lead by example and achieve results through a balance of consensus and direction, individual coaching and team building skills, process and results. Promoting interpersonal qualities of trust, communication, and mutual accountability fostering a climate of collaboration encourages innovation and creativity. Working with these commitments determines a team's ability to achieve and sustain high performance, making teambuilding a necessary companion to the operational and programmatic efforts of organizational capacity strengthening. Successfully creating and leading a team of highly competent individuals is a learned set of leadership skills.

Virtual Coaching sessions will be provided to all participants to ensure integration and application of skills and tools is occurring throughout the course.

### **Course Outcomes:**

Through your active participation in this course, you will:

- Develop a shared vision/understanding for a high- performing team, determining the critical elements and individual contributions that comprise this vision;
- Identify the key elements of guiding plans or agreements to realize this vision in your domain of responsibility;
- Identify strategies to enhance the leadership capabilities critical to team success;
- Identify the traits of unicorn employees;
- Appreciate individual team member differences and identify strategies to leverage strengths for the benefit of achieving the team goal;
- Practice the key skills needed to address the inevitable challenges that arise in teams, including breaking down barriers and resolving dilemmas that left unaddressed, derail team leaders;

## 2018 Program Offerings

- Identify the four stages of team development;
- Practice the skills required to support team development through its formative stages;
- Identify the critical communication components to successfully realize cross-functional work assignments;
- Create strong alignment and accountability across a team;
- Foster collaboration and teamwork inside and outside of the team; and
- Identify strategies to effectively influence others—especially those that are not your direct reports.

### **Primary Leader Development Competencies strengthened within this program include:**

#### Core Competencies

- Builds Positive Relationships
- Communicates Effectively
- Fosters Teamwork
- Delivers Results

#### Manager Level Competencies

- Builds Collaboration
- Develops and Coaches Others
- Optimizes Efficiencies and Implements Change

#### Course Length

5 days

As part of this program, you will participate in five 45-min virtual executive coaching sessions. These coaching sessions, will be scheduled to occur between classroom days and are intended to support you in your integration of the learning, your professional development growth areas and enable greater self-awareness.

#### Participants

Managers

#### Requirements

Participants must attend all 5 days.

#### Prerequisites

Recommendation by Senior Leader.

#### Course Location

TBA

#### Homework

There will be assignments to be completed as individuals and as a team, between each learning day.

#### Reference/Materials

Supporting materials will be provided in class.

#### Assessment

Pre-and Post-Behaviour Competency Rubric Assessment tools will be provided to participants for their completion.

#### Course Facilitator

Michelle Royle

## Dare to Lead



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- This course is intended to further develop brave and daring leaders; individuals who seek to create and influence courageous cultures in organizations, in which brave work, tough conversation, and openness are the expectation. Drawing on Brene Brown's research and key concepts from her book *Dare to Lead* (2018), participants will learn and apply the critical skills sets of courage-building in teams and organizations, in which people feel safe, seen, heard and respected, opening the door to creativity and innovation.

### Course Outcomes:

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- Learn to Rise - practice resilience when there are setbacks and disappointments and apply learning to future situations

### **Primary CCG Leader Development Competencies strengthened within this program include:**

#### Core Competencies

- Builds Positive Relationships
- Communicates Effectively
- Fosters Teamwork

#### Frontline Level Competencies

- Builds Trust
- Navigates Conflict
- Develops Emotional Intelligence

#### Course Length

4 days

As part of this program offering, each participant will be provided with four, 45 minute virtual executive coaching sessions. These coaching sessions will be scheduled to occur between classroom days and are intended to support individual application and integration of the learning, professional development growth areas and enable greater self awareness.

#### Participants

CCAG Senior Leadership Level, Managers and Front Line Leaders

#### Requirements

Must attend all 4 days

#### Prerequisites

Managers and Front Line Leaders must be recommended by their reporting Senior Leader.

#### Course Location

TBA

#### Homework

None

#### Reference/Materials

Dare to Lead: Brave Work, Tough Conversations. Whole Hearts. Brene Brown. Random House, 2018.

#### Assessment

Pre-and Post-Behaviour Competency Rubric Assessment tools will be provided to participants for their completion.

#### Course Facilitators

Michelle Royle and Jamie Davidoff





## Setting Yourself Up For Success

### Choosing your engagement

*“Learning is not the product of teaching;  
learning is the product of the activity of learners.”*

John Holt

### In class, Participation Agreements – Simple Rules

- Arrive on time and honour the break times
- Arrive with a learner mindset and a genuine willingness to engage in all activities
- Be willing to listen and respectfully share the conversational space with others
- Be actively committed to supporting others in their learning
- Be Courageous! Be willing to be uncomfortable, learning is uncomfortable and challenging
- Follow through on your commitments and homework
- Ask questions, ask for help, own your *I don't know's*; confusion is normal when we are learning new things...give yourself permission to experiment and work through your unique awkward bumpy spots.
- Phone access: There is a substantial body of research that clearly proves that even the visible presence of a silent phone on a table distracts and disconnects our brains from learning, conversations and maintaining meaningful relationships with others. All phones will be put away and only accessible for calls, texting and emailing during breaks. Emergency calls for course participants can be made to the location reception area, and messages will be hand delivered to the room.

*We expand and become more than we are today,  
when we step into doing.*

### **What can I expect from the Course Facilitator?**

- Prepared and Focused
- Time Conscious: We - Start on time & End on time.
- Engaging Activities
- Creates a learning environment, including challenging fixed mindsets and limiting beliefs
- Feedback on your engagement level, as well as skill, knowledge development
- Loving Kindness

### **How do I choose which courses I want to take?**

- Choose courses that fit your current role level
- Check you meet the required prerequisites
- *Take the long view:* Choose courses that fit your specific learning development opportunities and think ahead to meet your immediate and emerging needs. I.e.: What now? What next?
- Talk over your choices with your Manager and/or a trusted colleague.
- Confirm you are available and can commit to the dates/times for the whole course
- Considering signing up with a *comfort-colleague* who you can 'bounce' and remind each other of the learning, after the course is complete.

### **How do I enrol/register?**

- Online! Each course has unique registration page/link.

### **Where do I get advice/help?**

First stop would be talk with your reporting Manager. If further clarification is required, you are welcome to send your questions out by email to: Michelle Royle [michelle@evokeleadership.ca](mailto:michelle@evokeleadership.ca)

### **Are beverages and food provided during the courses?**

All classes are 'food and beverage' friendly environments. Please take care of your needs, and bring along your own water bottle, coffee or tea, and snacks to any class.

**Day long courses:** Morning Beverages, Snack and Lunch will be provided. Participants with restricted dietary needs are required to bring their own food and beverages. You are welcome and encouraged to bring your own beverages and snacks.

### **Where are the Courses being held?**

Locations will be provided in the reminder email that is sent out 5 days prior to the course day.

### **What are the start and end times of the courses?**

- Day long courses are 9:00am – 4:30pm
- Please arrange your schedules to accommodate arriving 15 mins before the class start time, to get settled and choose your preferred seat. We will use every 'drop' of time, so don't make any conflicting commitments that have you needing to leave the class prior to the ending time.

### **What do I need to bring?**

- Pen & Paper/Notebook
- Previous course materials (see the course description for requirements)
- Your Healthy, Bright and Shiny Self!

### **Are there breaks during the course?**

Yes! In full-day courses, two 15-minute breaks (morning and afternoon), and a 45 minute lunch break.

### **Will I be reminded about the courses I have enrolled in?**

- Yes, you will receive an email reminder 5 days prior to the course start day.

### **How and to whom do I provide feedback on the course content, relevance and my experience?**

- During the course, you are encouraged to seek out the Facilitator and provide your specific feedback, particularly if you have an unmet need that emerges.
- At the conclusion of each course, participants will receive a feedback survey at the conclusion of the course. This final course feedback, will be collated and provided to the facilitator and organization.

### **How do I provide ideas on other courses I'd like added to future offerings?**

- We welcome your future programming ideas. Please provide these on your course feedback surveys AND/OR email these to [michelle@evokeleadership.ca](mailto:michelle@evokeleadership.ca)

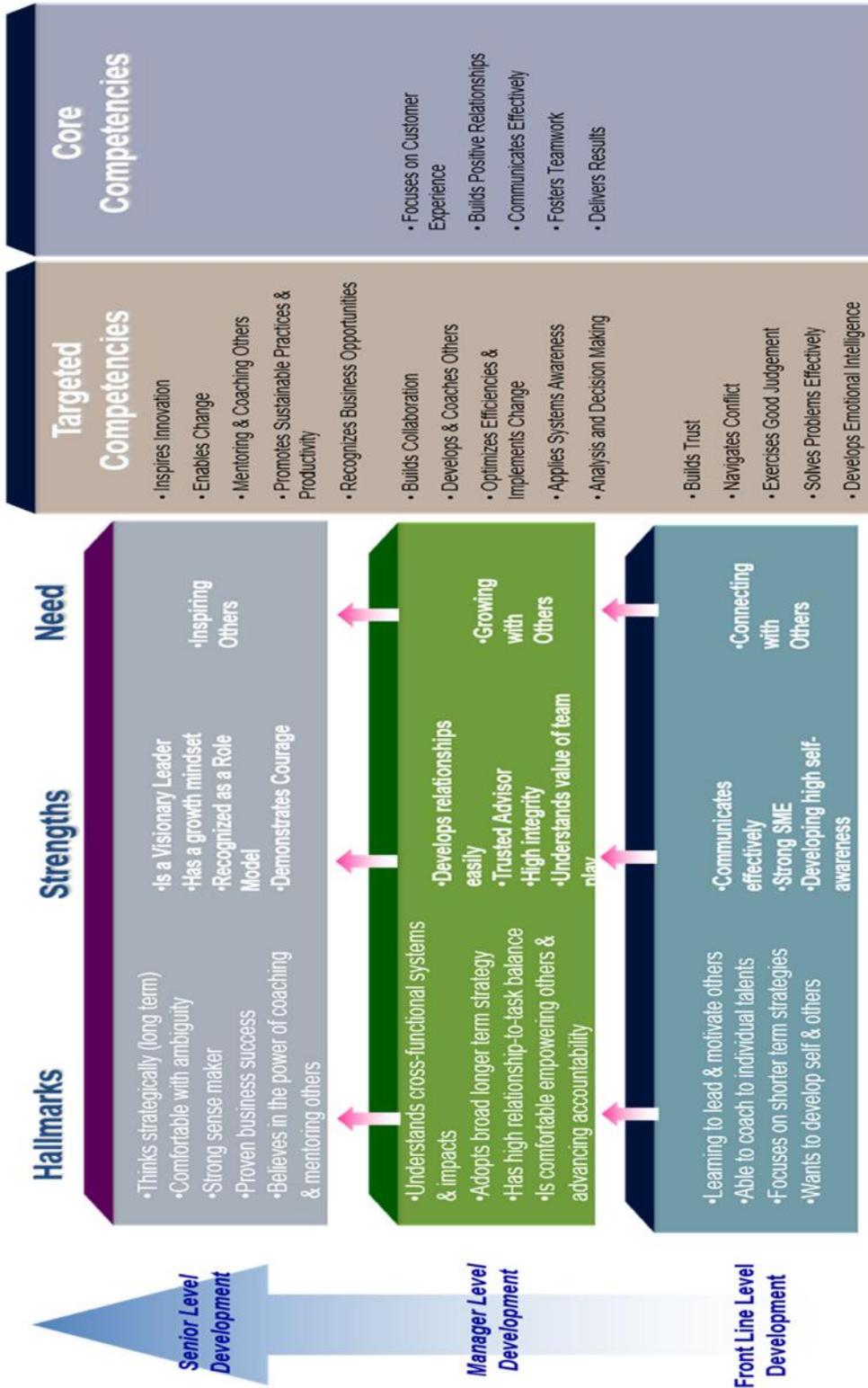
### **After I have completed a course, can I access the materials?**

When you are registered in a course, if there is any pre-course material, you will receive the appropriate course resources link, or pre-material. Once you have completed the course you

## 2018 Program Offerings

will receive the second link that provides you with access to the participant course materials, handouts and references and power points.

# Behaviour Competency Framework





## Competency Rubrics

### Builds Positive Relationships

Which Core Behaviour Statement best describes your behaviours at work?

| Level             | Core Behaviour | Behaviour Descriptions  | Check                    |
|-------------------|----------------|---|--------------------------|
|                   |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| 1                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively seek to learn about others' styles of communication and preferred ways of engaging.</li> <li><input type="checkbox"/> Establish a broad base of relationships</li> <li><input type="checkbox"/> Establish and maintain relationships with peers and contacts with access to information and to key business partners</li> <li><input type="checkbox"/> Solicit guidance on how to get things done and with whose help</li> <li><input type="checkbox"/> Share information and advice on how to get things done and who to involve.</li> </ul>  | <input type="checkbox"/> |
| 2                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize opportunities to draw on the individual attributes and contributions of others.</li> <li><input type="checkbox"/> Apply positive generative dialogue to relationships. Take responsibility for resolving any negative conversations or actions towards others they have participated in.</li> <li><input type="checkbox"/> Establish and maintain relationships.</li> <li><input type="checkbox"/> Share information and readily determine whom to go for relevant information.</li> <li><input type="checkbox"/> Seek assistance and feedback in the problems solving process.</li> <li><input type="checkbox"/> Partner with others to achieve expectations.</li> <li><input type="checkbox"/> Advocate for the needs of others.</li> <li><input type="checkbox"/> Able to view situations from multiple perspectives.</li> </ul>       | <input type="checkbox"/> |
| 3                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciate and celebrate the growth of others.</li> <li><input type="checkbox"/> Challenge others to let go of judgements and fixed mind sets.</li> <li><input type="checkbox"/> Champion a consistent tone of optimism, positivity and inclusion.</li> <li><input type="checkbox"/> Set objectives necessary for obtaining feedback and assistance</li> <li><input type="checkbox"/> Maintain effective communication</li> <li><input type="checkbox"/> Share ideas, issues and opportunities with individuals at all levels of the organization</li> <li><input type="checkbox"/> Seek referrals from others with relevant expertise and influence</li> <li><input type="checkbox"/> Hold a long-term view to relationships</li> <li><input type="checkbox"/> Anticipate and acknowledge the impact of actions and decisions on others</li> </ul> | <input type="checkbox"/> |
| Needs Development |                | Your thoughts/comment...  | <input type="checkbox"/> |

### Supporting Evidence



## Communicates Effectively

Which Core Behaviour Statement best describes your behaviours at work?

| Level    | Core Behaviour | Behaviour Descriptions  | Check                    |
|----------|----------------|---|--------------------------|
|          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>1</b> |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use I language</li> <li><input type="checkbox"/> Ask open questions</li> <li><input type="checkbox"/> Summarize individual understandings</li> <li><input type="checkbox"/> Demonstrate curiosity</li> <li><input type="checkbox"/> Listen carefully and ask questions when needed</li> <li><input type="checkbox"/> Present information that others easily understand</li> <li><input type="checkbox"/> Communicate in a clear, concise manner using appropriate grammar, pronunciation and tone.</li> <li><input type="checkbox"/> Present facts in a logical, clear and coherent manner.</li> <li><input type="checkbox"/> Provide all of the available information necessary for understanding and making effective decisions.</li> <li><input type="checkbox"/> Support position and conclusions with appropriate data, information, examples, visual aids, demonstrations, etc.</li> <li><input type="checkbox"/> Share information openly and honestly.</li> <li><input type="checkbox"/> Demonstrate writing and presentation skills</li> <li><input type="checkbox"/> Demonstrate an awareness of when to adjust communication style based on the situation</li> </ul>   | <input type="checkbox"/> |
| <b>2</b> |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide regular, consistent, meaningful information to others; ensures appropriate individuals are informed.</li> <li><input type="checkbox"/> Demonstrate an ability to influence others by modeling appropriate body language and non-verbal communication.</li> <li><input type="checkbox"/> Tailor communication style to the needs of each situation and the audience.</li> <li><input type="checkbox"/> Encourage others to communicate consistently, clearly and professionally.</li> <li><input type="checkbox"/> Build shared understanding</li> <li><input type="checkbox"/> Create comfortable conversational space</li> <li><input type="checkbox"/> Apply the three levels of listening</li> <li><input type="checkbox"/> Ask exploratory questions</li> <li><input type="checkbox"/> Reflect understanding</li> <li><input type="checkbox"/> Communicate information and concerns succinctly and respectfully</li> <li><input type="checkbox"/> Adapt communication strategies to situations</li> <li><input type="checkbox"/> Quickly and easily read the environment and cues from others to assess when and how to change tack or planned approach.</li> <li><input type="checkbox"/> Clarify common ground between opposing points of view to advance cooperation.</li> <li><input type="checkbox"/> Influence others' perceptions, using consensus building, consultations and negotiations to reach a solution.</li> <li><input type="checkbox"/> Coach colleagues on their communications skills.</li> </ul> | <input type="checkbox"/> |

| Level                    | Core Behaviour | Behaviour Descriptions  | Check                    |
|--------------------------|----------------|---|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>3</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate in a clear and concise manner; utilize proper grammar, pronunciation, and tone to enhance understanding;</li> <li><input type="checkbox"/> Convey messages using appropriate method of communication (email, phone, in person)</li> <li><input type="checkbox"/> Listen to others with care and interest; asking questions for clarification and ensure the message is understood.</li> <li><input type="checkbox"/> Reframe, expand understanding,</li> <li><input type="checkbox"/> Summarize accurately</li> <li><input type="checkbox"/> Has a consistent open/ learner mindset</li> <li><input type="checkbox"/> Use influencing strategies</li> <li><input type="checkbox"/> Use strategies that link to or build on past successes, partnerships or trends to create support from others (e.g. clients, partners, collaborators).</li> <li><input type="checkbox"/> Build support to position CCG as a leader in the industry</li> <li><input type="checkbox"/> Influence strategic direction based on personal experience and expert knowledge of the direction of research the auto industry and CCG goals.</li> </ul> | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...  | <input type="checkbox"/> |

**Supporting Evidence**

## Fosters Teamwork

Which Core Behaviour Statement best describes your behaviours at work?

| Level    | Core Behaviour | Behaviour Descriptions  | Check                    |
|----------|----------------|---|--------------------------|
|          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>1</b> |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be flexible</li> <li><input type="checkbox"/> Share accountability</li> <li><input type="checkbox"/> Work in partnership with others</li> <li><input type="checkbox"/> Contribute to creating team agreement</li> <li><input type="checkbox"/> Actively participate in reaching team goals</li> <li><input type="checkbox"/> Open and willingly share appropriate information with relevant individuals</li> <li><input type="checkbox"/> Assist in resolving team problems and deals with conflict in a positive manner</li> <li><input type="checkbox"/> Take responsibility for achieving individual goals while understanding the impact on others</li> <li><input type="checkbox"/> Understand the importance of achieving team goals and contribute/ initiate solutions</li> <li><input type="checkbox"/> Demonstrate a cooperative spirit and contribute to a positive and supportive working environment</li> <li><input type="checkbox"/> Supportive of team decisions and am trusted by others</li> <li><input type="checkbox"/> Take initiative and offer assistance to colleagues/ fellow team members</li> </ul> | <input type="checkbox"/> |
| <b>2</b> |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seek to address differences and opportunities for exploring other's ideas</li> <li><input type="checkbox"/> Foster cooperation and collaboration in others through trust-building and relationships</li> <li><input type="checkbox"/> Fairly share in work</li> <li><input type="checkbox"/> Verify that work is in alignment with the goals</li> <li><input type="checkbox"/> Take personal accountability</li> <li><input type="checkbox"/> Assume leadership roles within the group and help to facilitate team goal setting</li> <li><input type="checkbox"/> Build rapport, always communicate respectfully when giving feedback</li> <li><input type="checkbox"/> Encourage and initiate teamwork</li> <li><input type="checkbox"/> Work well with all people inside and outside the team</li> <li><input type="checkbox"/> Mentor others and serve as a role model within team</li> <li><input type="checkbox"/> Hold others accountable for team performance</li> <li><input type="checkbox"/> Respect diversity, value the opinions of others</li> <li><input type="checkbox"/> Organize effective teams</li> </ul>  | <input type="checkbox"/> |

| Level                    | Core Behaviour | Behaviour Descriptions   | Check                    |
|--------------------------|----------------|--|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>   | <input type="checkbox"/> |
| <b>3</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead, coach and mentor for shared accountability.</li> <li><input type="checkbox"/> Create a culture of accountability</li> <li><input type="checkbox"/> Facilitate and model teamwork across the organization</li> <li><input type="checkbox"/> Foster partnerships towards a shared vision</li> <li><input type="checkbox"/> Initiate teamwork opportunities.</li> <li><input type="checkbox"/> Acknowledge efforts of others.</li> <li><input type="checkbox"/> Address differences in facts or beliefs that detract from positive teamwork environments and outcomes.</li> <li><input type="checkbox"/> Build effective teams across organization and levels</li> <li><input type="checkbox"/> Continually strive to improve team effectiveness</li> <li><input type="checkbox"/> Create synergy within team, department and alliances across the organization</li> <li><input type="checkbox"/> Motivate others and bring team members together to achieve collaborative results</li> <li><input type="checkbox"/> Persuade others to act in the best interests of the organization</li> <li><input type="checkbox"/> Resolve complex team issues by achieving common understanding on diverging interests</li> <li><input type="checkbox"/> Facilitate and foster cooperative approach within team and beyond</li> <li><input type="checkbox"/> Measure and monitor team outcomes and facilitate continuous quality improvement</li> </ul> | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...   | <input type="checkbox"/> |

**Supporting Evidence**

## Builds Collaboration

Which Core Behaviour Statement best describes your behaviours at work?

| Level             | Core Behaviour | Behaviour Descriptions  | Check                    |
|-------------------|----------------|---|--------------------------|
|                   |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| 1                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strive to treat all people with dignity and respect; strives to be fair and consistent.</li> <li><input type="checkbox"/> Demonstrate awareness and respect for cultural and individual values</li> <li><input type="checkbox"/> Listen to ideas from others, even when different from own</li> </ul>   | <input type="checkbox"/> |
| 2                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently treat all people with dignity and respect; very easy to approach and helpful.</li> <li><input type="checkbox"/> Share time, energy and knowledge with others to ensure they can succeed</li> <li><input type="checkbox"/> Seek to create synergies and inclusion of cultural and individual values</li> <li><input type="checkbox"/> Appreciate and leverage the strengths of others to accomplish goals, regardless of background.</li> <li><input type="checkbox"/> Careful to ensure all sides are heard before reaching a conclusion</li> <li><input type="checkbox"/> Encourage teamwork among direct reports</li> </ul>  | <input type="checkbox"/> |
| 3                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act as a role model for consistently treating everyone with dignity, respect and fairness; inspire and ensure that others do as well, holding them accountable if they do not.</li> <li><input type="checkbox"/> Promote awareness and respect of cultural and individual values;</li> <li><input type="checkbox"/> Actively support others to share openly</li> <li><input type="checkbox"/> Facilitate creating greater understanding</li> <li><input type="checkbox"/> Seek to maximize the strengths of team members in ways that increase their contributions</li> <li><input type="checkbox"/> Anticipate and act upon opportunities for helping others success; enthusiastically share time, resources and knowledge with others.</li> </ul> | <input type="checkbox"/> |
| Needs Development |                | Your thoughts/comment...  | <input type="checkbox"/> |

### Supporting Evidence



## Develops & Coaches Others

Which Core Behaviour Statement best describes your behaviours at work?

| Level                    | Core Behaviour | Behaviour Descriptions   | Check                    |
|--------------------------|----------------|--|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>   | <input type="checkbox"/> |
| <b>1</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applies skills of coaching</li> <li><input type="checkbox"/> within their everyday interactions with others</li> <li><input type="checkbox"/> Demonstrates the use of open questions, listening and reflecting as regular communication strategies</li> <li><input type="checkbox"/> Practices the skills of coaching in self learning groups.</li> </ul>  | <input type="checkbox"/> |
| <b>2</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applies a specific coaching model in development growth opportunities with others</li> <li><input type="checkbox"/> Discerns the authority role requirements vs the coaching opportunity</li> <li><input type="checkbox"/> Establishes a coaching agreement</li> <li><input type="checkbox"/> Develops Trust and safe environments for coaching to occur</li> <li><input type="checkbox"/> Coaches reporting staff members, to maximize achievement of performance expectations</li> <li><input type="checkbox"/> Listening occurs from the perspective of gathering information and solutions</li> <li><input type="checkbox"/> Tendency to coach at the operational level.</li> <li><input type="checkbox"/> Enables co-workers to grow and succeed through feedback, instruction, and encouragement.</li> <li><input type="checkbox"/> Views mistakes or errors as learning opportunities.</li> <li><input type="checkbox"/> Committed to ongoing learning and development of self and others.</li> <li><input type="checkbox"/> Asks questions to help others think through an issue or problem rather than immediately telling others what to do, or advising on the right solution.</li> </ul> | <input type="checkbox"/> |
| <b>3</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an integration and ability to flex between a coaching and an advising model</li> <li><input type="checkbox"/> Consistently creates opportunities for others to identify their solutions and actions in relation to their growth opportunities</li> <li><input type="checkbox"/> Coaches individuals at all levels of the organization</li> <li><input type="checkbox"/> Listening is completely attuned as a learner and listening happens at the logical, emotional and organizational level at one time.</li> <li><input type="checkbox"/> Seeks opportunity to deepen the coachee's self-awareness of barriers and self-limiting beliefs.</li> <li><input type="checkbox"/> Excellent at action planning and partnering.</li> <li><input type="checkbox"/> Promotes a culture of fail forward.</li> </ul>  | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...   | <input type="checkbox"/> |

### Supporting Evidence



## Applies Systems Awareness

Which Core Behaviour Statement best describes your behaviours at work?

| Level                    | Core Behaviour | Behaviour Descriptions  | Check                    |
|--------------------------|----------------|---|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>1</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands systems thinking has produced a variety of principles and tools for analyzing and changing systems.</li> <li><input type="checkbox"/> Sees only specific events in the system.</li> <li><input type="checkbox"/> Applies a broad view to help you quickly identify the real causes of issues in organizations and requires support to know where to work to address them.</li> </ul>  | <input type="checkbox"/> |
| <b>2</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands a system by examining the linkages and interactions between the components that comprise the entirety of that defined system.</li> <li><input type="checkbox"/> Engages in systems thinking as a way of helping others to view systems from a broad perspective that includes seeing overall structures, patterns and cycles in systems,</li> </ul>   | <input type="checkbox"/> |
| <b>3</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Raise awareness of the limits and some of the potential dangers of linear thinking.</li> <li><input type="checkbox"/> Use systems thinking as a way of identifying the assumptions we make underlying our decisions.</li> <li><input type="checkbox"/> Develop a common language for talking about systemic issues.</li> <li><input type="checkbox"/> Critique and expand our view of reality without getting into issues of personality or emotionality</li> </ul> | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...  | <input type="checkbox"/> |

### Supporting Evidence

**Systems thinking** is defined as the ability to (a) see how organizational systems (*e.g.*, *internal/external conditions, processes, people*) interact and influence each other, and (b) how these systems create and contribute to specific issues (*e.g.*, *high voluntary turnover*) and strengths (*e.g.*, *strong customer focus*). According to Peter Senge (2006), the three characteristics of systems thinking include:

1. **A consistent and strong commitment to learning**
2. **A willingness to challenge your own mental model** – accepting your own role in problems and being open to different ways of seeing and doing
3. **Always including multiple perspectives when looking at a phenomenon** – “triangulating” the perspectives of customers, line-staff, experts, etc.
  - Ability to see relationships between organizational systems and the external environment, and between organizational systems and themselves
  - Ability to see the “big picture,” look at systems holistically, examine aggregates rather than individual activities
  - Appreciating the complexity of cause-and-effect relationships – they are rarely linear and are influenced by multiple interacting factors
  - Being able to bring multiple people/perspectives together – accepting that no single view has the answer
  - Ability to promote a learning orientation in others and oneself
  - Taking a long-term approach (5+ years)

“Systems thinking helps practicing managers begin to think through the ‘ripple effects’ of their decisions. It’s often not clear when you make a decision as a practicing manager in one area that there are interactions with other areas, intended or not. Systems thinking offers a way to control—or at least consciously manage—the ripple effect, as opposed to just letting things happen.”

## Analysis & Decision Making

Which Core Behaviour Statement best describes your behaviours at work?

| Level                    | Core Behaviour | Behaviour Descriptions  | Check                    |
|--------------------------|----------------|---|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>1</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Examines data to grasp issues, draw conclusions, and solve problems.<br><input type="checkbox"/> Makes timely, informed decisions that take into account the facts, goals, constraints, and risks.<br><input type="checkbox"/> Takes time to reflect upon the best course of action rather than jumping to conclusions. | <input type="checkbox"/> |
| <b>2</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Assists in diagnosing problems and recognizing issues. Takes time to help others identify critical connections, consequences and alternatives. Recognizes adaptations.<br><input type="checkbox"/> Encourages others to reflect on situations   | <input type="checkbox"/> |
| <b>3</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Applies decision making skills to deal responsibly with daily situations.<br><input type="checkbox"/> Considers ethical, safety and societal factors in making decisions  | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...  | <input type="checkbox"/> |

### Supporting Evidence

## 2018 Program Offerings

The stages in the decision-making process are:

1. Defining the problem, challenge, or opportunity
2. Generating an array of possible solutions or responses
3. Evaluating the costs and benefits, or pros and cons, associated with each option
4. Selecting a solution or response
5. Implementing the option chosen
6. Assessing the impact of the decision and modifying the course of action as needed

You will not always find yourself going through all six steps in an obvious way.

You might be responsible for one aspect of the process but not the others, or several steps might be merged together. But someone should still go through each step in some way or other. Skipping steps usually leads to poor outcomes.

Remember to develop strategies to ensure that you have not overlooked important information or misunderstood the situation, and be sure to uncover and correct for any biases you may have.

- Identifying a faulty machine as the source of disruptions in the production process.
- Facilitating a brainstorming session to generate possible names for a new product.
- Polling staff to gauge the impact of extending retail hours.
- Conducting a comparative analysis of proposals from three advertising agencies and selecting the best firm to lead a campaign.
- Soliciting input from staff members on an issue important to the company's future.
- Surveying customers to evaluate the impact of a change in pricing policy.
- Implementing the shutdown of a designated plant with excess manufacturing capacity.
- Generating a list of options for a new regional sales territory.
- Evaluating the impact of several possible cost-cutting measures.
- Comparing the leadership potential of different team members and choosing a project manager.
- Researching possible legal or logistical problems associated with a new company policy
- Brainstorming possible themes for a fundraising campaign.
- Analyzing data from focus groups to help select packaging for a new product.
- Comparing the strengths and weaknesses of three potential vendors for processing payroll.

## Navigates Conflict

Which Core Behaviour Statement best describes your behaviours at work?

| Level                    | Core Behaviour | Behaviour Descriptions  | Check                    |
|--------------------------|----------------|---|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>1</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> With support, practices addressing differences<br><input type="checkbox"/> Identifies interpersonal conflicts, and willingly seeks assistance to reach a resolution   | <input type="checkbox"/> |
| <b>2</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Resolves interpersonal conflict constructively and seeks assistance when needed<br><input type="checkbox"/> Demonstrates the ability to prevent, manage and resolve conflict in constructive ways<br><input type="checkbox"/> Maintains a growth mindset<br><input type="checkbox"/> Facilitates resolution of team conflicts<br><input type="checkbox"/> Promotes respect among all team members | <input type="checkbox"/> |
| <b>3</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Resolves interpersonal conflicts constructively and professionally; seldom requires outside assistance<br><input type="checkbox"/> Facilitates the resolution of conflicts between others, promotes respect<br><input type="checkbox"/> Creates shared agreements   | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...  | <input type="checkbox"/> |

### Supporting Evidence



## Solves Problems Effectively

Which Core Behaviour Statement best describes your behaviours at work?

| Level                    | Core Behaviour | Behaviour Descriptions   | Check                    |
|--------------------------|----------------|--|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>   | <input type="checkbox"/> |
| <b>1</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learns and follows established methods and processes for addressing typical problems.</li> <li><input type="checkbox"/> Recognizes issues.</li> <li><input type="checkbox"/> Participates with others in resolving problems.</li> </ul>  | <input type="checkbox"/> |
| <b>2</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently applies the established methods and processes to solve routine challenges.</li> <li><input type="checkbox"/> Recognizes issues</li> <li><input type="checkbox"/> Determines actions needed to advance the decision-making process. Follows up as necessary.</li> <li><input type="checkbox"/> Shares ideas with team members and managers to seek more effective solutions.</li> <li><input type="checkbox"/> Not discouraged by ambiguous situations.</li> <li><input type="checkbox"/> Is open to new ideas and processes.</li> <li><input type="checkbox"/> Adjusts approach to achieve results.</li> </ul>                                  | <input type="checkbox"/> |
| <b>3</b>                 |                | <p>I do <u>most</u> of these <u>consistently</u>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Breaks down problems into fundamental parts. Identifies root causes and addresses problems in ways that lead to innovative solutions.</li> <li><input type="checkbox"/> Recognizes typical as well as complex and unusual issues; and actions need to advance the decision-making process</li> <li><input type="checkbox"/> Recommends possible solutions</li> <li><input type="checkbox"/> Follows up to ensure resolution</li> <li><input type="checkbox"/> Seeks creative and innovative solutions, especially for long standing seemingly intractable issues.</li> <li><input type="checkbox"/> Seeks to create synergies across departments.</li> </ul> | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...   | <input type="checkbox"/> |

### Supporting Evidence



**Develops Emotional Intelligence**

Which Core Behaviour Statement best describes your behaviours at work?

| Level                    | Core Behaviour | Behaviour Descriptions  | Check                    |
|--------------------------|----------------|---|--------------------------|
|                          |                | <b>NO OPPORTUNITY TO DEMONSTRATE</b>  | <input type="checkbox"/> |
| <b>1</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Has an awareness of the characteristics and value of emotional intelligence.<br><input type="checkbox"/> Identifies and manages one’s own emotions and behaviours   | <input type="checkbox"/> |
| <b>2</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Regularly demonstrates the skills of empathy, compassion, and caring for others.  | <input type="checkbox"/> |
| <b>3</b>                 |                | I do <u>most</u> of these <u>consistently</u> :<br><input type="checkbox"/> Intuits and can flex their style of engagement with self and others to meet the emotional well being of others.<br><input type="checkbox"/> Intentionally supports others to develop higher levels of EQ. | <input type="checkbox"/> |
| <b>Needs Development</b> |                | Your thoughts/comment...  | <input type="checkbox"/> |

**Supporting Evidence**