



JHU/JHM LEADERSHIP COMPETENCIES

Toolkit

JOHNS HOPKINS
UNIVERSITY & MEDICINE

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Establishing Relationships

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Builds effective networks, working relationships, and alliances with a broad range of stakeholders (both internal and external) in order to collaborate effectively within divisions and across boundaries. Can relate to all kinds of people regardless of background; finds topics and common interests that they can use to build rapport with others.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Develops and maintains lateral cross-boundary relations;
- > Understands what peers expect or need;
- > Works with others as a member of a team;
- > Shares information and resources with team members;
- > Works with peers to gain multiple perspectives on issues;
- > Builds relationships with peers;
- > Keeps sensitive information confidential;
- > Provides feedback to peers in a constructive manner;
- > Is open to coaching or direction from bosses;
- > Responds and relates well to bosses;
- > Is easy to challenge and develop;
- > Is comfortably coachable.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Solves problems constructively with peers;
- > Works with peers and others to collaborate as appropriate;
- > Provides candid constructive feedback to peers;
- > Can negotiate with others;
- > Has an energizing effect on the entire unit because of their willingness to collaborate;
- > Makes accommodations for others within the organization as appropriate;
- > Deals comfortably with those in positions of authority;
- > Displays appropriate level of reliance on bosses and high status figures for advice and counsel.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Can strike fair bargains with others;
- > Works with others to achieve balanced goals and objectives;
- > Shows respect for other functions or disciplines and successfully communicates that;
- > Enjoys learning from those who have been there before;
- > Can accept constructive criticism from other members of the organization;
- > Is successful in helping others remove barriers to assist in project completion.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Can quickly find common ground and solve problems for the good of all;
- > Can represent their own interests and yet be fair to other groups;
- > Encourages collaboration;
- > Is open and transparent and does not withhold important information from others.

Establishing Relationships

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Behavioral Based Interview Questions

First-Line Supervisor

1. Tell us about a time you had to work with a team that did not get along.
 - A. What happened?
 - B. What role did you take?
 - C. What was the result?
 2. Give an example of how you have given feedback to a team member to improve their performance. What did you do? Results?
 3. Tell us about the most effective contribution you have made as part of a task group or special project team.
-

Mid-Level Manager

1. Give an example of how you worked constructively with peers to solve a major problem.
 2. Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was your role in achieving this?
 3. Have you been in a position where you had to lead a group of peers? How did you handle it?
-

Senior Manager and Functional Leader

1. It is very important to build good relationships at work, but sometimes it doesn't always work. Tell us about a time when you were not able to build a successful relationship with others.
 2. Tell us about the most difficult situation you have had when leading a department. What happened and what did you do? Was it successful?
 3. Have you been in a position where you had to provide feedback to someone in a position of authority? How did you handle it? What was the result?
-

Executive Leader

1. Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?
 2. Tell us about a time when you had to not only represent your own interests, but also be fair to other groups. What happened? What was the result?
 3. Describe a time when you demonstrated openness and transparency while sharing information with others. What did you do? What was the result?
 4. Tell us about a time when you had to coach staff on presenting sensitive or complex information in a manner that could be easily understood. What did you do? What was the outcome? What techniques did you teach staff to use to confirm that the audience understood the presentation?
-

Establishing Relationships

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Prepare and present a proposal of some consequence to higher management levels
- › Write a speech for someone higher up in the organization
- › Manage the interface between consultants and the organization on a critical assignment
- › Write a proposal for a new policy, process, mission, charter, product, service, or system and present and sell it to higher management levels
- › Plan an off-site meeting, conference, convention, trade show, event, etc...
- › Manage a cost-cutting project
- › Manage the assigning / allocating of office space in a contested situation
- › **Individual and leadership team consulting may also be available. For more information, please email:**
 - odrequest@jhmi.edu (for JHHS leaders)
 - orgdevelopment@jhu.edu (for JHU leaders)

Instructor-Led Courses

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Books

- › Bacon, T. R. (2012). Elements of influence: The art of getting others to follow your lead. New York, NY: American Management Association.
- › Blackard, K., and Gibson, J. W. (2002). Capitalizing on conflict: Strategies and practices for turning conflict to synergy in organizations. Palo Alto, CA: Davies-Black Publishing.
- › Bossidy, L. (2007). What your leader expects of you. Harvard Business Review, 85 (4), 58-65.
- › Cartwright, T. (2003). Managing conflict with peers. Greensboro, NC: Center for Creative Leadership.
- › Crowley, K. and Elster, K. (2006). Working with you is killing me: Freeing yourself from emotional traps at work. New York, NY: Warner Business Books.
- › Gerzon, M. (2006). Leading through conflict: How successful leaders transform differences into opportunities. Boston, MA: Harvard Business School Press.
- › Gabarro, J. J. and Kotter, J. P. (2008). Managing your boss. Boston, MA: Harvard Business School Press.
- › Haight, M. (2008). Who's afraid of the big, bad boss? How to survive 13 types of dysfunctional, disrespectful, dishonest little dictators. Peoria, AZ: Worded Write.
- › McKenna, P. J. and Maister, D. H. (2002). First among equals: How to manage a group of professionals. New York, NY: Free Press.
- › Sharpe, D. A. and Johnson, E. (2002). Managing conflict with your boss. Greensboro, NC: Center for Creative Leadership.
- › Useem, M. (2003). Leading up: How to lead your boss so you both win. New York, NY: Three Rivers Press.

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Developing Talent

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Provides guidance and feedback to help others strengthen knowledge/skills needed to accomplish tasks, solve problems, and perform effectively. Guides and supports the professional development of individuals so that they can fulfill future job/role responsibilities, define career goals, and establish development plans to achieve them; gives people constructive, developmental feedback and advice. Invests time and resources into building the capabilities of team members.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Develops others;
- > Provides tasks and assignments to assist in subordinate growth and development;
- > Sees long-term staff development as part of their job;
- > Doesn't concentrate on the development of a few at the expense of many;
- > Is aware of each person's career goals;
- > Constructs compelling development plans and executes them.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Holds frequent development discussions;
- > Cooperates with the developmental system in the organization;
- > Is realistic about how much people can grow;
- > Is willing to assign work that stretches people in skill and experience;
- > Knows the aspirations of people, holds career discussions and provides coaching;
- > Ensures equity as challenging assignments are parceled out.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Is a people builder;
- > Encourages managers to accept developmental moves;
- > Is willing to develop talent within their group or team;
- > Provides career development feedback and guidance with those interested in a similar career;
- > Will mentor those seeking help or starting careers.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Supports and champions the developmental system in the organization;
- > Encourages people to take development seriously;
- > Promotes mentorship and/or mentors high potential talent throughout the organization.

Developing Talent

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Behavioral Based Interview Questions

First-Line Supervisor

1. What have you done in your last assignment to develop your staff? How frequently was this done?
2. Describe what tasks and assignments you have found to be most effective in developing your staff.
3. What long-term development have you used with your staff? What were the results?

Mid-Level Manager

1. Describe situations where you have used stretch work that did not get the results you desired. What would you do differently?
2. How do you learn about the aspirations and career goals of your staff? How frequently does this happen? Describe a result that you are most proud of.
3. Describe how you approach delegation. How do you ensure that assignments are equally challenging to all of your staff?

Senior Manager and Functional Leader

1. What have you done to encourage managers to accept developmental moves? What result have you been most proud of?
2. What has been your biggest mistake in developing talent within your group? What happened? How did you deal with the situation?
3. Tell us about a time you have been a mentor to others with a similar career as yours. What did you find most challenging about mentoring? What were the results?

Executive Leader

1. Describe how you have championed development in areas that you have led. What did you do to champion development? What were the results?
2. Tell us about a time when you worked with an organization who didn't take development seriously. What steps did you take to turn this around? What were the results?
3. What have you done to promote mentorship in your organization? How did you hold leaders accountable for mentoring? What was the outcome?

Developing Talent

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Manage a group of resistant people with low morale through an unpopular change or project
- › Manage a group of low-competence or low-performing people through a task they couldn't do by themselves
- › Manage a temporary group of "green," inexperienced people as their coach, teacher, guide, mentor, etc.
- › Manage a group of people in a rapidly expanding or growing operation
- › Manage a group of people where you are a towering expert and the people in the group are not
- › Learn the guidelines for providing effective feedback
- › Delegate real, challenging work
- › Manage a group of equal status
- › Manage a group that is diverse, age, gender, ethnicity
- › Obtain feedback from mentees on effectiveness of a mentoring plan
- › Learn how to ask about job roles and responsibilities
- › Obtain understanding of resources available for team building
- › Model own use of leadership training

- › **Individual and leadership team consulting may also be available.**
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odrequest@jhmi.edu (for JHHS leaders)
orgdevelopment@jhu.edu (for JHU leaders)

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Books

- › Adair, J. (2009). How to grow leaders: The seven key principles of effective leadership development. Philadelphia, PA: Kogan Page.
- › Anderson, E. (2006). Growing great employees. New York, NY: Penguin Group.
- › Byham, W. C., Smith, A. B., and Paese, M. J. (2002). Grow your own leaders: How to identify, develop, and retain leadership talent. Upper Saddle River, NJ: Prentice Hall.
- › DeLong, T. J., and Gabarro, J. J. and Lees, R. J. (2008). Why mentoring matters in a hypercompetitive world. Harvard Business Review, 86(1), 115-121.
- › Goldsmith, M., Kaye, B., and Shelton, K. (Eds.). (2000). Learning journeys: Top management experts share hard-earned lessons on becoming great mentors and leaders. Mountain View, CA: Davies-Black Publishing.
- › Harvard Business Essentials. (2004). Coaching and mentoring: How to develop top talent and achieve stronger performance. Boston, MA: Harvard Business School Press.
- › Hawkins, P. (2011). Leadership team coaching: Developing collective transformational leadership. Philadelphia, PA: Kogan Page.
- › Lawler, E. E., III. (2008). Talent: Making people your competitive advantage. San Francisco, CA: Jossey-Bass.
- › Lencioni, P. M. (2007). The three signs of a miserable job: A fable for managers (and their employees). San Francisco, CA: Jossey-Bass.

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Inspiring and Motivating Others

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Fosters commitment and cohesiveness by motivating, guiding, and facilitating cooperation within the organization toward goal accomplishments. Can persuade others, build consensus, and ensure cooperation from others to gain genuine acceptance for ideas and accomplish “win-win” solutions. Emphasizes the importance of people's contributions; lets staff know why their work is important and how it will benefit themselves and others; ties work activities to people's personal career goals and life interests.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Understands and cares about what motivates others and how to motivate them;
- > Is demonstratively empowering, so that other people want to work for, around, or with them;
- > Can balance getting the job done without destroying morale and motivation;
- > Is comfortable and effective with a diverse range of people who are dissimilar to them;
- > Is good at building teams;
- > Is seen as fair and equitable in the treatment of all individuals;
- > Is willing to take a tough stand when the situation calls for it;
- > Makes each individual feel their work is important;
- > Is willing to assign work with tough deadlines;
- > Leads by doing.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Invites input from each person and shares ownership and visibility;
- > Is someone others like working for and with;
- > Can adapt their style for different situations;
- > Picks up on the needs and cues of others on a team or in a room;
- > Can negotiate skillfully in tough situations with both internal and external groups;
- > Can win concessions without damaging relationships;
- > Can be both direct and forceful as well as diplomatic;
- > Can motivate many kinds of direct reports and team or project members.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Pushes tasks and decisions down; empowers others;
- > Can negotiate skillfully in tough situations with both internal and external groups;
- > Can be both direct and forceful as well as diplomatic;
- > Can motivate many kinds of direct reports and teams or project members.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Leads staff who are performing at their best;
- > Creates a climate in which people want to do their best;
- > Communicates mission and vision of the organization.

Inspiring and Motivating Others

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Behavioral Based Interview Questions

First-Line Supervisor

1. Give an example of how you worked effectively with a group to accomplish a task. How did you help accomplish the task?
2. Describe a team experience you found disappointing. What would you have done to prevent this?
3. How do you acknowledge individual team members contributions? How frequently do you do this?

Mid-Level Manager

1. Tell us how you solicit input from members of your staff on work initiatives. What did you do to share ownership and visibility? What were the results?
2. Describe a situation when you were able to have a positive influence on the actions of others. What do you do to get people to work at their peak potential? Give an example.
3. Tell us about a time that you managed a cross-functional team with very different skills sets. What did you do? What were the results?

Senior Manager and Functional Leader

1. Describe a time you effectively delegated assignments to others who were empowered to make decisions about how the work would be done. What happened? What was the outcome?
2. Have you ever had a staff member whose performance was consistently marginal? What did you do?
3. Have you ever adjusted your style when it was not meeting the objectives and/or people were not responding well? What happened? What was the outcome?

Executive Leader

1. What is the toughest group you have had to get cooperation from? How did you get them to perform at their best?
2. Have you ever met resistance when implementing a new idea or policy to an organization? How did you deal with it? What happened?
3. Have you ever had difficulty getting others to accept your ideas? What was your approach? What did you do to get them to do so?

Inspiring and Motivating Others

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Do a study of failed executives in your organization, including interviewing people with the organization who knew or worked with them, and report the findings to top management
- › Manage a temporary group of “green,” inexperienced people as their coach, teacher, guide, mentor
- › Be a change agent; create a symbol for change; lead the rallying cry; champion a significant change and implementation
- › Plan and host an office social event/activity
- › Spot someone who is discouraged/demotivated. Work to understand why and put wind back in someone’s sails
- › Serve on panel to award a leadership/motivation/achievement award for JHM or a community organization
- › Recruit someone to your org who has a competing offer
- › Convince someone to give you money
- › Publicly trust a subordinate to take a role
- › Manage a fund-raising campaign

- › **Individual and leadership team consulting may also be available.**
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orgdevelopment@jhu.edu (for JHU leaders)

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Books

- › Adair, J. (2003). The inspirational leader. Philadelphia, PA: Kogan Page.
- › Bobinski, D. (2009). Creating passion-driven teams: How to stop micromanaging and motivate people to top performance. Franklin Lakes, NJ: Career Press.
- › Bolton, R. (1986). People skills. New York, NY: Touchstone Books.
- › Center for Creative Leadership, Cartwright, T., and Baldwin, D. (2007). Communicating your vision. San Francisco, CA: Pfeiffer.
- › Adair, J. (2004). The concise Adair on teambuilding and motivation. London, UK: Thorogood
- › Charan, R. (2007). Know-how: The 8 skills that separate people who perform from those who don’t. New York, NY: Crown Business.
- › Conger, J. (1998). The necessary art of persuasion. Harvard Business Review, 76(3), 84-95.
- › Deems, R. S. and Deems, T. A. (2003). Leading in tough times: The manager’s guide to responsibility, trust, and motivation. Amherst, MA: HRD Press.
- › Gonzalez, M. (2012). Mindful leadership: The 9 ways to self-awareness, transforming yourself, and inspiring others. San Francisco, CA: Jossey-Bass.
- › Gostick, A. and Elton, C. (2007). The carrot principle: How the best managers use recognition to engage their employees, retain talent, and drive performance. New York, NY: Free Press.

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Demonstrating Emotional Intelligence

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Exercises self-leadership, self-awareness, and self-regulation; manages emotions so that they are expressed appropriately; leads others by showcasing adaptability, empathy, and social skills.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Builds relationships easily- ensuring approachability and good listening skills;
- > Is not excessively work oriented or intense
- > Handles stress well and demonstrates patience in the face of increasing pressure;
- > Is positive toward others;
- > Maintains composure in the face of conflict, attack, or criticism;
- > Demonstrates confidence around others, yet remains humble in approach;
- > Handles stress well;

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Relates well to all kinds of people— up, down, and sideways, inside and outside the organization;
- > Builds constructive and effective relationships;
- > Can be counted on to hold things together during tough times;
- > Is not knocked off balance by the unexpected;
- > Is effective in building networks and relationships;
- > Takes the time to build rapport and isn't inappropriately confrontational or overly direct.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Doesn't show frustration when resisted or blocked;
- > Acts as a settling influence in a crisis;
- > Can be a credible take-charge leader when necessary;
- > Can adapt to difficult circumstances in a way that models the behavior for others;
- > Has appropriate empathy for others they lead;
- > Openly discusses the impact that decisions will have on others.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Uses diplomacy and tact;
- > Can defuse even high-tension situations comfortably.

Demonstrating Emotional Intelligence

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Behavioral Based Interview Questions

First-Line Supervisor

1. Describe a situation when you had to exercise a significant amount of self-control. What happened?
 2. Give us an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
 3. We work with a great deal of confidential information. Describe how you have handled confidential information in a past work experience.
-

Mid-Level Manager

1. Describe a past experience that required you to relate well to all levels in the organization. What did you do? How frequently does this happen?
 2. Give us an example when you had to produce results without sufficient guidelines.
 3. Describe a time where you had to use conflict management skills. What did you do? What were the results?
-

Senior Manager and Functional Leader

1. Describe a time when you took personal accountability for a conflict and initiated contact with the individuals involved to explain your actions. What did you do? What happened?
 2. Have you ever dealt with a situation where there was a lack of trust? How did you handle this situation? What was your role?
 3. Describe a situation in which you were able to effectively "read" others and guide your actions by your understanding of their non-verbal cues. What did you do? What was the outcome of the situation?
-

Executive Leader

1. Tell us about some demanding and stressful circumstances where others were intense, but you were able to maintain your composure. How did that affect the result?
 2. Keeping others informed of the organizations progress/actions helps them feel more comfortable. Tell us your methods for keeping your organization advised of the status of major initiatives.
-

Demonstrating Emotional Intelligence

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Make peace with an enemy or someone you've disappointed with a product or service or someone you've had some trouble with or don't get along with very well
- › Manage a group through a significant business crisis
- › Handle a tough negotiation with an internal or external client or customer
- › Manage the assigning/allocating of space or other limited/constrained resources in a contested situation
- › Manage a dissatisfied internal or external customer; troubleshoot a performance or quality problem with a product or service
- › Manage a project team of people who are older and more experienced than you, or are different from you in some meaningful way
- › Resolve an issue or conflict between two people, units, geographies, functions
- › Manage a group that includes former peers to accomplish a task
- › Integrate diverse systems, processes, or procedures across decentralized and/or dispersed unit
- › Manage a group of volunteers with different motivations to achieve a common goal
- › **Individual and leadership team consulting may also be available.**
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Books

- › Coutu, D. (2007). Making relationships work. *Harvard Business Review*, 85 (12), 45-50.
- › Ellis, A. (2000). How to control your anxiety before it controls you. New York, NY: New York University Press.
- › Gibson, D. and Tulgan, B. (2002). Managing anger in the workplace. Amherst, MA: HRD Press.
- › Goleman, D. (2000). Working with emotional intelligence. New York, NY: Bantam Books.
- › Goleman, D. and Boyatzis, R. (2008). Social intelligence and the biology of leadership. *The Harvard Business Review*. 86(9), 74-81.
- › Goleman, D., Boyatzis, R. and McKee, A. (2013). Primal leadership: The hidden driver of great performance. Boston, MA: Harvard Business Review Press.
- › Goman, C. (2008). The nonverbal advantage: Secrets and science of body language at work. San Francisco, CA: Berrett-Koehler Publishers.
- › Gudykunst, W. B. and Kim, Y. Y. (2002). Communicating with strangers: An approach to intercultural communication. New York, NY: McGraw-Hill.
- › Stein, S. J. and Book, H. E. (2011). The EQ edge: Emotional intelligence and your success. San Francisco, CA: Jossey-Bass.
- › Wall, B. (2008). Working relationships: Using emotional intelligence to enhance your effectiveness with others. Palo Alto, CA: Davies Black Publishing.

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Acting with Integrity

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Interacts with others in a way that is seen as direct and truthful; ensures confidence in individual and organizational motives and representations. Acts in a way that is consistent with personal and organizational values by keeping confidences, promises, and commitments. Clearly states goals and beliefs; informs people of their true intentions; does what they say they will do; follows through on commitments.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Can make a tough stand against others;
- > Maintains consistent messaging during tough feedback situations;
- > Is open and shares information, even if it is difficult for others to hear;
- > Walks the talk and is seen as consistent;
- > Accepts accountability for own mistakes;
- > Is willing to be wrong;
- > Isn't overly critical;
- > Balances negative and positive feedback;
- > Is seen as a direct, truthful individual;
- > Is widely trusted;
- > Keeps confidences;
- > Keeps promises made;
- > Ensures follow-through of commitments or decisions;
- > Is seen as working for the best interest of the team/unit/organization;
- > Doesn't misrepresent themselves for personal gain.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Provides current, direct, complete, and "actionable" positive and corrective feedback to others;
- > Can present the unvarnished truth in an appropriate and helpful manner;
- > Can be counted on when times are tough;
- > Treats others in a fair and similar manner;
- > Helps create solutions for others;
- > Can be direct with others while also making them feel comfortable;
- > Discusses the interests of others in the process of decision making.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Adheres to a setting-appropriate and effective set of core values and beliefs during both good and bad times;
- > Is seen as a direct, truthful individual;
- > Ensures appropriate credit is given for work and projects;
- > Holds others accountable for their performance.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Lets people know where they stand;
- > Pushes openness and honesty, but not to the point of disruption;
- > Holds others accountable for behaving according to organizational values.

Acting with Integrity

JOHNS HOPKINS
UNIVERSITY & MEDICINE

Behavioral Based Interview Questions

First-Line Supervisor

1. Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues. What did you do? What was the result?
2. Tell us about a time when you had to tell someone that you were dissatisfied with his or her work. What did you do? What was the outcome?
3. Give examples of how you have acted with integrity in your job/work relationship.

Mid-Level Manager

1. Give an example of a time when you provided immediate, direct, complete, and “actionable” feedback to a direct report. What happened? What were the results?
2. When do you give positive feedback to people? Tell us about the last time you did. Give an example of how you handled the need for constructive criticism with a subordinate or peer. What happened?
3. Tell us about a time when you had to work through adversity while holding yourself and others accountable.

Senior Manager and Functional Leader

1. Describe a time that you demonstrated integrity by honoring commitments and promises. What did you do? What was the result?
2. Tell us about a time when someone at work took inappropriate credit for work that was not theirs. What did you do? What was the result?

Executive Leader

1. Describe a time that you demonstrated integrity by maintaining necessary confidentiality. What did you do? What was the result?
2. Describe a time when you adhered to your core values during a very difficult time at work. What happened? What was the outcome?
3. Tell us about a time when you effectively built organizational trust by being an effective model of professionalism in a variety of settings. What did you do? What was the result?

Acting with Integrity

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Make peace with an enemy or someone you've disappointed with a product or service or someone you've had some trouble with or don't get along with very well
- › Handle a tough negotiation with an internal or external client or customer, or with staff
- › Manage the assigning / allocating of space in a contested situation, or allocate resources (research/clinical/administrative)
- › Manage the outplacement or reduction of force (RIF) of a group of people
- › Be a member of a union-negotiating or grievance-handling team
- › Address negative/inappropriate behavior of members of a workgroup/team (requires clear consistent messaging)
- › Manage financial constraints/make tough financial budget decisions consistent with strategic goals
- › Review and align workloads of staff/managers
- › Hold staff/faculty accountable to policies
- › Lead a workgroup with multiple disciplines and/or competing priorities to achieve a defined goal
- › Recognize/thank others for accomplishments toward goals
- › **Individual and leadership team consulting may also be available.**
For more information, please email:
odrequest@jhmi.edu (for JHHS leaders)
orgdevelopment@jhu.edu (for JHU leaders)

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Books

- › Badaracco, J. L., Jr. (1998). The discipline of building character. Harvard Business Review, 76(2), 114-124.
- › Bennis, W., Goleman, D. and O'Toole, J. (2008). Transparency: How leaders create a culture of candor. San Francisco, CA: Jossey-Bass.
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- › Cloud, H. (2006). Integrity: The courage to meet the demands of reality. New York, NY: HarperCollins Publishers.
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- › Fernández-Aráoz, C. (2007). Great people decisions: Why they matter so much, why they are so hard, and how you can master them. Hoboken, NJ: John Wiley and Sons.
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Acting Strategically

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Acts as a catalyst for organizational change by building a shared vision with others which ensures alignment of the organization's vision, strategic plan, mission, and values in light of internal and external trends; influences others to translate vision into action; identifies and articulates the strategic goals and direction of the organization, division, or group which support organizational change; aligns day to day activities around broader organizational goals and objectives; prioritizes resources based on the strategic objectives of the organization; recognizes and rewards staff based on how their actions support the broader needs of the organization.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Can make a tough stand against others;
- > Maintains consistent messaging during tough feedback situations;
- > Is open and shares information, even if it is difficult for others to hear;
- > Walks the talk and is seen as consistent;
- > Accepts accountability for own mistakes;
- > Is willing to be wrong;
- > Isn't overly critical;
- > Balances negative and positive feedback;
- > Is seen as a direct, truthful individual;
- > Is widely trusted;
- > Keeps confidences;
- > Keeps promises made;
- > Ensures follow-through of commitments or decisions;
- > Is seen as working for the best interest of the team/unit/organization;
- > Doesn't misrepresent themselves for personal gain.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Provides current, direct, complete, and "actionable" positive and corrective feedback to others;
- > Can present the unvarnished truth in an appropriate and helpful manner;
- > Can be counted on when times are tough;
- > Treats others in a fair and similar manner;
- > Helps create solutions for others;
- > Can be direct with others while also making them feel comfortable;
- > Discusses the interests of others in the process of decision making.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Adheres to a setting-appropriate and effective set of core values and beliefs during both good and bad times;
- > Is seen as a direct, truthful individual;
- > Ensures appropriate credit is given for work and projects;
- > Holds others accountable for their performance.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Lets people know where they stand;
- > Pushes openness and honesty, but not to the point of disruption;
- > Holds others accountable for behaving according to organizational values.

Acting Strategically

JOHNS HOPKINS
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Behavioral Based Interview Questions

First-Line Supervisor

1. Tell us about a time when you demonstrated that you were able to think strategically and suggested processes to increase overall effectiveness and accomplish goals. How recent was this? What were you able to accomplish?
 2. Describe a time when you helped members of your work unit understand how the day-to-day tasks and priorities relate to strategic goals. What did you do? What was the outcome?
 3. Describe a time when you have led a group in a discussion regarding plans for the future. What was your role? How recently was this? How often did this happen?
-

Mid-Level Manager

1. Describe a time when you helped members of your work unit create a vision for the future.
 2. Describe how you have contributed to the strategic planning process. What input did you provide? How was this input used?
 3. Describe a time when your actions and words inspired and motivated an entire work group. What was the situation? What were the results?
 4. Describe how you go about obtaining broad knowledge and perspective of your professional field. Give an example where you applied that to a successful initiative.
-

Senior Manager and Functional Leader

1. Talk about a time the strategic plan did not achieve the results you desired. What would you have done differently to get the desired outcomes?
 2. Describe a time when you successfully inspired others inside and outside your department to establish a shared vision. What was the situation? What did you do? What was the outcome?
 3. Tell us about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs. What did you do? What was outcome?
-

Executive Leader

1. Give us an example of when you had to communicate the organization's vision and strategic plan with conviction, translate the organization's strategy into meaningful plans for the future and connect them to the employee's daily work. What was the situation? What did you do? How did you involve your leadership team? What was the outcome?
 2. Tell us about a time when you systematically investigated, identified, and implemented action plans to solve deep-rooted complex issues having far-reaching organizational impact. What did you do? What was outcome?
-

Acting Strategically

JOHNS HOPKINS
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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Work on a team forming a joint venture, partnership, or studying a possible acquisition
- › Launch a new product, service, or process
- › Do a feasibility study on an important opportunity and make recommendations to those who will decide
- › Write a proposal for a new policy, process, mission, charter, product, service, or system, and present and sell it to a higher management level
- › Study the history of a similar situation and draw parallels for a current business issue or problem, and present your findings to others for comment
- › Study and summarize a new trend, and present your findings to others for comment
- › Work on a project that involves travel and study of an international issue and report back to management
- › Do a competitive analysis of your organization's products or services or position in the marketplace, and present it to the people involved
- › Work on a team studying a possible acquisition
- › Work on a project for a separate Hopkins affiliate which will expose the manager to the new culture
- › Join a recruitment committee charged with filling a key position at another Hopkins facility
- › Ensure that department members develop goals based on JHM's strategic priorities
- › Lead a team around a change effort
- › Sit on a board or leadership committee to gain exposure to strategic discussions
- › **Individual and leadership team consulting may also be available. For more information, please email:**
 - odrequest@jhmi.edu (for JHHS leaders)
 - orgdevelopment@jhu.edu (for JHU leaders)

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Books

- › Adair, J. (2010). Strategic leadership: How to think and plan strategically and provide direction. Philadelphia, PA: Kogan Page.
- › Center for Creative Leadership, Cartwright, T. and Baldwin, D. (2007). Communicating your vision. Hoboken, NJ: Pfeiffer.
- › Collins, J. C. (2001). Good to great: Why some companies make the leap... and others don't. New York, NY: Harper Collins.
- › Davidson, H. (2004). The committed enterprise: How to make vision and values work. Burlington, MA: Butterworth-Heinemann.
- › Dranove, D. and Marciano, S. (2005). Kellogg on strategy: Concepts, tools, and frameworks for practitioners. Hoboken, NJ: John Wiley and Sons.
- › Hamel, G. and Prahalad, C. K. (1996). Competing for the future. Boston, MA: Harvard Business School Press.
- › Kaplan, R. S. and Norton, D. P. (2000). The strategy- focused organization: How balanced scorecard companies thrive in the new business environment. Boston, MA: Harvard Business School Press.
- › Kim, W. C. and Mauborgne, R. (2005). Blue ocean strategy: How to create uncontested market space and make competition irrelevant. Boston, MA: Harvard Business School Press.
- › Kotter, J. (2012). Leading change. Boston, MA: Harvard Business Review Press.
- › Porter, M. E. (1996). What Is strategy?. Harvard Business Review, 74(6), 61-78.
- › Porter, M. E. (2008). The five competitive forces that shape strategy. Harvard Business Review, 86(1), 78-93.

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Managing and Championing Change

JOHNS HOPKINS
UNIVERSITY & MEDICINE

Advocates for change initiatives so that all stakeholders understand, appreciate and support new programs or projects; Strongly supports the continual need for change; Thinks through potential positive and negative outcomes; Supports people in their efforts to try new things; Involves those affected by a change in planning and implementation; Helps workgroups develop practical implementation steps to improve processes, methods, and services.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Looks for and recommends opportunities to change methods and practices;
- > Works to develop new approaches when problem-solving; seeking ideas or suggestions from others who will be affected by a change;
- > Can maintain performance levels despite an increase in the number of simultaneous activities;
- > Can tolerate normal chaos;
- > Steps up to challenging issues;
- > Can handle conflict and controversy;
- > Can be direct when providing feedback or addressing issues;
- > Can make tough personnel calls;
- > Is willing to take a stand on important issues;
- > Adapts to complete the job as necessary

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Faces up to people problems on any person or situation (not including direct reports) quickly and directly;
- > Is not afraid to take negative action when necessary;
- > Takes the lead in discussions of problems and solutions;
- > Identifies and creates the business case to various stakeholders for why a change is necessary;

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Is willing to be the only champion for an idea or position.
- > Consistently communicates the business case to various stakeholders for why a change is necessary;
- > Provides time and resources so the change does not overwhelm those who are affected;
- > Ensures change efforts align to the strategic plan of the organization or department;
- > Pushes forward with important initiatives in the face of uncertainty

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Doesn't hold back anything that needs to be said;
- > Can marshal resources (people, funding, material, support) to get things done;
- > Moderates the pace and cadence of multiple change efforts so the organization can continue to impact the core mission;
- > Continually ties change efforts to the vision and strategic plans of the organization;
- > Able to envision the impact of possible future changes;
- > Endorses others who take calculated risks to achieve organizational goals

Managing and Championing Change

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Behavioral Based Interview Questions

First-Line Supervisor

1. Describe a time when you stepped up to a challenging issue. How recent was this? What did you do? What were the results?
2. Talk about a time when you managed multiple major initiatives simultaneously. What happened?
3. Describe a specific change effort and your role in identifying the need for change and how you implemented the change? What was the result of the change effort? What did you do when things didn't go according to plan?
4. Tell us about a time you challenged yourself and others to achieve "stretch" goals. What was the goal? What actions did you take? What were the results?

Mid-Level Manager

1. Tell us about a time that you handled a difficult issue that involved personal risk, but was judged to be advantageous to the department. What did you do? What happened?
2. Tell us about a time when you initiated the discussion of a sensitive topic and created an open, safe environment for others to join in the discussion. What were the results?
3. Describe a situation where you fostered a highly motivated and productive work environment during times of change. What did you do? What was the result? What challenges did you face? What was the business case for the change?

Senior Manager and Functional Leader

1. Describe a time when you were responsible for making a major organizational change that had both positive and negative results on those impacted. What did you do? What was the outcome?
2. Talk about a time when you took a different position on an issue than your boss. How did you manage this? What, if anything, would you have done differently?
3. How did it align to the larger organizational mission, vision or strategic plan? Give an example.

Executive Leader

1. Talk about a time when you were faced with trying to balance multiple large scale change initiatives. How did you prioritize and coordinate timing and cadence of those change initiatives?
2. Describe a situation where you had to help the organization overcome resistance to a change or innovation? What did you do? Who was involved? What was the result?

Managing and Championing Change

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- > Manage a group through a significant business crisis
- > Manage a cost-cutting project
- > Help shut down a regional office, product line, business operation, etc.
- > Do a postmortem on a failed project, and present it to the people involved
- > Work on a team looking at a reorganization plan where there will be more people than positions
- > Identify goal and tie back through performance management process and align throughout organization
- > Develop marketing strategy to keep “risk” on forefront – awareness
- > Sit on a board
- > Manage implementation of new program/service to meet established goals
- > Oversee and coordinate key stakeholders to reduce the cost of a key service
- > Implement a new process or application that affects workflow
- > Do a post mortem on the loss of a key faculty, physician, nurse, other staff to determine how that loss could be avoided
- > Prepare a report to include risks associated with a particular service line and defensive strategies
- > **Individual and leadership team consulting may also be available.**
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orgdevelopment@jhu.edu (for JHU leaders)

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Books

- > Bennis, W. G. and Nanus, B. (2007). Leaders: Strategies for taking charge (2ndEd.). New York, NY: Harper Business.
- > Bossidy, L. A. (2001). The job no CEO should delegate. Harvard Business Review, 79 (3), 46-9.
- > Bridges, W. (2009). Managing transitions: Making the most of change. Cambridge, MA: DaCapo Press.
- > Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. New York, NY: Harper Business.
- > Downs, A. (2000). The fearless executive: Finding the courage to trust your talents and be the leader you were meant to be. New York, NY: AMACOM.
- > Georange, B. (2007). True north: Discover your authentic leadership. San Francisco, CA: Jossey-Bass.
- > Klein, M. and Napier, R. (2003). The courage to act: 5 factors of courage to transform business. Mountain View, CA: Davies-Black Publishing.
- > Kotter, J. (2012). Leading change. Boston, MA: Harvard Business Review Press.
- > Kouzes, J. M. and Posner, B. Z. (2007). The leadership challenge (4th ed.). San Francisco, CA: Jossey-Bass.
- > Lee, G. and Elliott-Lee, D. (2006). Courage: The backbone of leadership. San Francisco, CA: Jossey-Bass.
- > Linskey, M. and Heifetz, R. A. (2002). Leadership on the line: Staying alive through the dangers of leading. Boston, MA: Harvard Business School Press.
- > Reardon, K. K. (2007). Courage as a skill. Harvard Business Review, 85(1), 58-64.

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Navigating Organizations

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Understands the capacity, ability, and potential results of internal and external stakeholders as well as politics on organizational functioning and success. Understands the value and ability of internal and external stakeholders, as well as the effect of culture and politics on org function. Understands how work gets done in organizations; builds networks that allow them to efficiently drive projects through the organizational structure; maximizes productivity while staying within constraints of formal organizational policies and rules.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Avoids saying and doing things that cause political problems;
- > Accepts politics as a reality of organizational life;
- > Is patient with political process and ensures processes or procedures are followed;
- > Is able to be direct, while considering the impact on others;
- > Is able to effectively project out consequences of their actions;
- > Is willing to communicate what they know to be true, regardless of what others might be expecting to hear;
- > Does not overstate what they know;
- > Possesses required interpersonal skills to get things done across boundaries;
- > Understands and know who and where to go to solve issues;
- > Focuses time and energy working on issues that are important

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Knows how to get things done both through formal channels and the informal network;
- > Views corporate politics as a necessary part of organizational life and work to adjust to that reality;
- > Is able to deal persuasively with upper management;
- > Is able to get things done in organizations beyond their area

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Can maneuver through complex political situations effectively and quietly;
- > Understands the origin and reasoning behind key policies, practices, and procedures;
- > Accepts the complexity of organizations;
- > Shows openness and patience in learning about people, issues, or organizational dynamics;
- > Anticipates where the land mines are and plans approach accordingly;
- > Understands and manages political impacts and risks of actions

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Is sensitive to how people and organizations function;
- > Is confident and deliberate in maneuvering through organizations;
- > Understands the cultures and dynamics of the organization;
- > Is knowledgeable about how peer organizations work;
- > Can identify opportunities for organizational change and manage transformations.

Navigating Organizations

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Behavioral Based Interview Questions

First-Line Supervisor

1. Describe the key stakeholders for your position. What have you done to identify their requirements? What has been the impact?
2. Tell us about a time when you ran into barriers getting things done across boundaries. What did you do to overcome these barriers? What was the outcome?
3. What steps do you take to identify who and where to go to get resources you need to complete your tasks?

Mid-Level Manager

1. Describe a time when you have used an informal channel versus a formal one to get a task done. What happened?
2. Tell us about a time that you dealt persuasively with upper management and were successful in getting their support. What steps did you take? What was the outcome?
3. Talk about a time when you were able to get things done in a totally different area from yours. What role did you play? How recent was this? What results did you achieve?

Senior Manager and Functional Leader

1. Tell us about a time when you maneuvered through several units that operated in silos to achieve a common goal.
2. Describe what steps you take to learn about people, issues, and organizational dynamics in an organization. Talk about the most recent time you did this.
3. Describe a time when you identified certain organizational "land mines" in a particular area. What did you do? What were the results?

Executive Leader

1. Tell us about a time when you have used the "informal" organization to obtain information or accomplish something when the formal organization can't meet the need, without creating problems with the formal organization.
2. Talk about a time when you were able to assess external or internal demands/expectations and take appropriate action involving upper management and staff. What did this involve?
3. Describe a time when you were able to obtain buy-in from internal and external sources with regards to shifting priorities and requirements. How did you achieve this?

Navigating Organizations

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Work on a team looking at the reorganization plan where there will be more people than positions
- › Launch a new product, service, or process
- › Be a change agent; create a symbol for change; lead the rallying cry; champion a significant change and implementation
- › Plan for new space, a new use of space, or other site changes
- › Write a proposal for a new policy, process, mission, charter, product, service or system, and present and sell it to a higher management level
- › Integrate diverse systems, processes, or procedures across decentralized and/or dispersed units
- › Prepare and present a proposal of some consequence to a higher management level
- › Do a post mortem of a failed project, and present it to the people involved
- › Manage the interface between consultants and the organization on a critical assignment
- › **Individual and leadership team consulting may also be available. For more information, please email:**
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Books

- › Anklam, P. (2007). A practical guide to creating and sustaining networks at work and in the world. Burlington, MA: Butterworth-Heinemann.
- › Ashkenas, R. N., Ulrich, D., Jick, T. and Kerr, S. (2002). The boundaryless organization: Breaking the chains of organization structure (Rev. ed.). San Francisco, CA: Jossey-Bass.
- › Brandon, R. and Seldman, M. (2004). Survival of the savvy: High-integrity political tactics for career and company success. New York, NY: Free Press.
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- › Ferris, G. R. and Davidson, S. L. and Perrewew, P. L. (2005). Political skill at work: Impact on work effectiveness. Mountain View, CA: Davies-Black Publishing.
- › Honold, L. and Silverman, R. J. (2002). Organizational DNA. Palo Alto, CA: Davies-Black Publishing.
- › Linsky, M. and Heifetz, R. A. (2002). Leadership on the line: Staying alive through the dangers of leading. Boston, MA: Harvard Business School Press.
- › Ranker, G., Gautrey, C. and Phipps, M. (2008). Political dilemmas at work: How to maintain your integrity and further your career. Hoboken, NJ: John Wiley and Sons

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Communicating Effectively

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Speaks and writes clearly, conveys information in a concise, organized, and logical manner. Is adept at tailoring the message to fit the interests and needs of the audience. Listens attentively and exercises tact, discretion, and diplomacy when interacting with members of the organization and stakeholders.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- › Provides information on a consistent basis;
- › Communicates with members of the team verbally and in writing using appropriate tone;
- › Practices attentive and active listening;
- › Can accurately restate the opinions of others even when disagreeing;
- › Can appropriately bring issues and concerns to supervisors for discussion

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- › Provides the information people need to know to do their jobs and to feel good about being a member of the team, unit, and/or the organization;
- › Is thoughtful about sharing information widely so all stakeholders can be informed or consulted;
- › Provides individuals information so that they can make accurate decisions;
- › Is effective in a variety of formal presentation settings: one-on-one, small, and large groups, with peers, direct reports, and bosses;
- › Is a good listener and does not interrupt staff who are speaking;
- › Can command attention and manage group process during a presentation.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- › Is effective both inside and outside the organization;
- › Can present prepared material and answer questions dynamically on both cool data and hot and controversial topics;
- › Seeks out or listens to the opinions and concerns of others.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- › Demonstrates listening to all groups/people without showing favorites;
- › Can explain strategic vision and decisions in terms that are clear to all;
- › Can sense when the organization's communications are not working, re-direct attention to improve communication.

Communicating Effectively

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Behavioral Based Interview Questions

First-Line Supervisor

1. Describe the approach you use with your staff to encourage an open exchange of ideas and different points of view. Tell me about a time when this went well. Tell me about a time when it didn't go well.
2. Describe a time when your use of active listening had a significant impact on the outcome of a discussion with a staff member or peer.
3. Tell me about the last time you delivered bad news to your boss. What did you do? What happened?

Mid-Level Manager

1. What do you do to keep key stakeholders (e.g., staff, customers, other units) informed of important decisions concerning work situations? How frequently does this occur?
2. Talk about a time when you intended to send a message to inform and persuade certain audiences to take action and it did not work as you intended. What did you do? What happened?
3. Describe the largest audience you have presented to and what you did to command attention and manage the group process. How frequently do you present to groups?

Senior Manager and Functional Leader

1. What do you do to keep key stakeholders (e.g., staff, customers, other units) informed of important decisions concerning work situations? How frequently does this occur?
2. Talk about a time when you intended to send a message to inform and persuade certain audiences to take action and it did not work as you intended. What did you do? What happened?
3. Describe the largest audience you have presented to and what you did to command attention and manage the group process. How frequently do you present to groups?

Executive Leader

1. Tell us about a time when you have communicated the strategic direction in such a way that employees, at all levels, fully understood. What did you do? What were the results?
2. Talk about a time when you adapted tactics or broke down communication barriers to achieve optimal and timely results. What happened? How did things go?
3. Describe a time when you helped other leaders in the organization effectively adapt to a particular situation when under stress and pressure. What steps did you take? What was the outcome?

Communicating Effectively

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- Be a change agent; create a symbol for change; lead the rallying cry; champion a significant change and implementation
 - Write a proposal for a new policy, process, mission, charter, product, service, or system and present and sell it to top management
 - Integrate diverse systems, processes, or procedures across decentralized and/or dispersed units
 - Manage something “remote,” away from your location
 - Establish security procedures for a building or floor
 - Benchmark innovative practices, processes, products, or services of competitors, vendors, suppliers, or customers, and present a report making recommendations for change
 - Work a few shifts in a customer service department, handling complaints and inquiries from customers
 - Do a customer-satisfaction survey in person or by phone, and present the results to the people involved
 - Attend a self-awareness/assessment course that includes feedback
 - Find and spend time with an expert to learn something in an area new to you
 - Train customers in the use of the organization’s product or services
 - Present the strategy of your unit to others not familiar with your business
 - Represent the organization at a trade show, convention, exposition, etc.
 - Chair a meeting/committee/ad hoc group with a very defined charge and desired outcome
 - Lead a work unit to identify a performance improvement opportunity
 - Prepare and present to a defined audience a topic not ordinarily germane to your given area of focus/responsibility
- **Individual and leadership team consulting may also be available.**
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Books

- Bates, S. (2005). *Speak like a CEO: Secrets for commanding attention and getting results*. New York, NY: McGraw-Hill.
- Carnegie, D. (1962). *The quick and easy way to effective speaking*. New York, NY: Association Press.
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Promoting Diversity and Inclusion

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Treats all people with dignity and respect by being fair and consistent. Demonstrates an open-minded approach to understanding people regardless of their gender, age, race, national origin, religion, ethnicity, disability status, or other characteristics. Challenges bias and intolerance. Develops all-inclusive groups in the realms of social interaction and communication. Shows respect for the beliefs and traditions of others; encourages and promotes practices that support cultural diversity; discourages behaviors or practices that may be perceived as unfair, biased, or critical toward people with certain backgrounds.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Leverages the differences between individuals for the betterment of the organization;
- > Actively seeks diverse opinions and ideas when making decisions;
- > Interacts effectively and equitably with all races, nationalities, cultures, disabilities, ages, and sexes;
- > Hires variety and diversity of talents;
- > Supports equal and fair treatment and opportunity for all;
- > Treats direct reports equitably;
- > Acts fairly;
- > Does not have a hidden agenda;
- > Does not give preferential treatment.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Has candid discussions;
- > Regularly communicates the importance of diversity;
- > Can be seen leveraging the strengths of people from all backgrounds.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Models inclusive, fair, and respectful behaviors and processes;
- > Actively includes people's opinions and involvement in work;
- > Identifies new opportunities to enhance organizational openness to diverse populations.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Manages and holds others accountable for supporting the organization's principles of equity, civility, and respect;
- > Identifies new opportunities to enhance organizational openness to diverse populations;
- > Maintains and highlights a focus on diversity.

Promoting Diversity and Inclusion

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Behavioral Based Interview Questions

First-Line Supervisor

1. Tell us about a time when you were acknowledged by others for working with others regardless of their background and opinions in a respectful way. Describe the group. What did you do? What were the results?
2. What do you do to ensure that all members of your group feel included and feel their opinions are valued? How often do you do this?
3. What approach do you use to ensure that your staff is a diverse, qualified group? What steps do you take? What does the diversity look like for your group?

Mid-Level Manager

1. Describe what steps you have taken to support and encourage open discussions regarding diversity and inclusion within your work area.
2. Tell us about a time when you have proactively worked with the diversity program to develop and implement effective recruitment, retention, programs that increased diversity and significantly improve organizational performance. What did you do? Describe the results.
3. Talk about a time you implemented a program(s), e.g., training, to promote understanding and appreciation of individual differences. What steps did you take? What were the results?

Senior Manager and Functional Leader

1. Talk about how you hold others accountable for ensuring equality and diversity within work units. What role did you play? How often do you do this?
2. Tell us about a time when you assured that systems were in place to have reasonable accommodations for individual differences to ensure the full potential of persons with disabilities.
3. Tell us about a time when you developed goals and plans for recruiting, selecting, developing, and retaining a diverse, high quality work force . What happened?

Executive Leader

1. What, if any, reasonable accommodation are you aware that your unit, Department/Division has made to address an employee's disability. What was your role in achieving this?
2. Describe what steps you have taken to make workforce diversity a performance criterion for managers in your organization. What happened?
3. Tell us how you ensured that your organization's vision and values fairly address all employees and other stakeholders without favoritism. What steps did you take? What would you have done differently?

Promoting Diversity and Inclusion

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Assemble a team of internationally diverse people to accomplish a difficult task
- › Attend a course with diverse international participants
- › Resolve an issue or conflict between two people from different countries or cultures
- › Be a member of a union-negotiating or grievance-handling team
- › Represent to higher management the concerns of a group of nonexempt administrative employees to seek a resolution to a difficult issue
- › Work or volunteer for a year or more with a charitable organization or community agency
- › Join the Diversity Leadership Council or a local departmental diversity initiative
- › Attend event on disability policies or issues
- › Organize an event with committee partners focused on building community relationships
- › Conduct a search identifying diverse candidates, or recruit an individual of an underrepresented group for a position within your division
- › Complete the Implicit Association test
- › Create, implement, and evaluate a plan for promoting diversity and inclusion for your division
- › Participate in immersion activities

- › **Individual and leadership team consulting may also be available.**
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Books

- › Bates-Ballard, P. and Smith, G. (2008). Navigating diversity: An advocate's guide through the maze of race, gender, religion and more. Charleston, SC: BookSurge.
- › Deresky, H. (2002). Global management: Strategic and interpersonal. Upper Saddle River, NJ: Prentice Hall.
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Holding Self and Others Accountable

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Sets clear performance expectations and objectives for self and others; evaluates work performance and provides feedback to others; recommends proper training and coaching when appropriate; ensures recognition for positive results and takes corrective actions to resolve performance problems as appropriate.

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Deals with problem direct reports firmly and in a timely manner;
- > Doesn't allow problems to fester;
- > Regularly reviews performance and holds timely discussions;
- > Can make negative decisions when all other efforts fail;
- > Deals effectively with troublemakers;
- > Spends own time and the time of others on what's important;
- > Can quickly sense what will help or hinder accomplishing a goal;
- > Steps up to conflicts, seeing them as opportunities;
- > Reads situations quickly;
- > Can be counted on to exceed goals successfully;
- > Creates focus on the things that are most important to get the job done;
- > Is good at establishing clear directions;
- > Distributes the workload appropriately;
- > Is a clear communicator.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Can hammer out tough agreements and settle disputes equitably;
- > Can find common ground and get cooperation with minimum noise;
- > Is constantly and consistently among the top performers;
- > Is bottom-line oriented;
- > Steadfastly pushes self and others for results;
- > Eliminates roadblocks;
- > Sets stretching objectives;
- > Lays out work in a well-planned and organized manner;
- > Maintains two-way dialogue with others on work and results;
- > Clearly assigns responsibility for tasks and decisions;
- > Supports and backs up accountability efforts by management staff at all levels.

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Brings out the best in people;
- > Can design practices, processes, and procedures which allow management from a distance;
- > Is comfortable letting things manage themselves without intervening;
- > Can make things work through others without being there;
- > Designs feedback loops into work;
- > Supports and backs up accountability efforts by management staff at all levels.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Sets clear objectives and measures;
- > Monitors process, progress, and results;
- > Can impact people and results remotely;
- > Supports and backs up accountability efforts by management staff at all levels

Holding Self and Others Accountable

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Behavioral Based Interview Questions

First-Line Supervisor

1. Tell us about the process you used to set goals and objectives for your staff. What was the process? How did you ensure these goals and objectives were aligned with the organization's vision and mission?
2. Tell us how you have encouraged and supported continuous professional development in your staff. What have you done? How did you secure and utilize necessary resources? What was the end result?
3. Describe the approach you have used to distribute workload.

Mid-Level Manager

1. Describe the steps that you have taken to define and communicate performance expectations to your employees. What were the steps? What was the outcome?
2. Describe a time you have delegated tasks and special projects to match the knowledge, skills, and experience of your staff. What was the situation? What did you do? What was the result?

Senior Manager and Functional Leader

1. Describe a time when you took personal accountability for a conflict and initiated contact with the individuals involved to explain your actions. What did you do? What happened?
2. Have you ever dealt with a situation where there was a lack of trust? How did you handle this situation? What was your role?
3. Describe a situation in which you were able to effectively "read" others and guide your actions by your understanding of their non-verbal cues. What did you do? What was the outcome of the situation?

Executive Leader

1. Give us a specific example of how you have empowered your staff to make independent decisions. What did you do? What was the outcome?

Holding Self and Others Accountable

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- > Manage the outplacement or “reduction in force” (RIF) of a group of people
- > Manage a group of resistant people with low morale through an unpopular change or project
- > Manage a group of people involved in tackling a fix-it or turnaround project
- > Hire and manage a temporary group of people to accomplish a tough or time-tight assignment
- > Assign a project with a tight deadline to a group
- > Build a cross functional project team to tackle a common business issue or problem
- > Manage a group of low-competence or low-performing people through a task they couldn’t do by themselves
- > Run a project with due date and expected outcomes
- > Ask for an assignment that crosses department to work with unknown members
- > Be assigned to an area outside your “subject matter expertise”
- > **Individual and leadership team consulting may also be available.**
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Books

- > Bacal, R. (2007). How to manage performance. New York, NY: McGraw-Hill.
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Enabling Innovation Through Creativity

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Challenges the status quo; Encourages people to question existing methods, practices, and assumptions; Supports people in their efforts to come up with creative, new ways of doing things; Effectively manages the creative process of others to produce a wide range of ideas and suggestions; Displays good judgment about which creative ideas will work; Effectively balances risks and opportunities;

First-Line Supervisor

Work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors

- > Looks for and recommends opportunities to change methods and practices;
- > Effectively copes with change;
- > Creates regular time for direct reports to think creatively together about innovation in their work area;
- > Encourages team members to look for innovation in their everyday work;
- > Understands, articulates and answers questions regarding the rationale for innovations;
- > Learns from experts outside of current area of expertise.

Mid-Level Manager

Those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators

- > Facilitates conversations that allow others to challenge existing assumptions;
- > Makes recommendations that challenge the status quo;
- > Learns about current thinking and innovation in area of expertise or industry;
- > Creates processes that require groups to think regularly about innovation;

Senior Manager and Functional Leader

Those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors

- > Provides time and resources so the change does not overwhelm those who are affected;
- > Ensures all innovations align to the strategic plan of the organization or department;
- > Translates adversity into opportunities for improvement;
- > Consistently looks at opportunities to study, analyze and understand new situations and new business problems;
- > Creates and communicates the business case and rationale for why an innovation is necessary.

Executive Leader

Those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts

- > Pushes for creativity and innovation in strategic planning and goal setting processes;
- > Establishes incentives for innovation and creativity;
- > Decides on the appropriate case for change to facilitate buy in to innovations;
- > Establishes direction, alignment and commitment across organizational boundaries to facilitate innovation.

Enabling Innovation Through Creativity

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Behavioral Based Interview Questions

First-Line Supervisor

1. Describe a specific initiative that required creativity and how did you facilitate the creativity of others to come up with an effective solution?
2. Tell us about a time when you had to communicate the rationale and achieve buy-in from staff for a new unpopular initiative? What actions did you take? What were the results?

Mid-Level Manager

1. Tell us about a time that required you to facilitate a group to challenge existing assumptions to develop new and innovative solutions. What did you do? What happened?
2. Talk about a time you identified a novel approach for improving a process that resulted in increased efficiency and effectiveness. What role did you play? What steps did you take? What was the impact?

Senior Manager and Functional Leader

1. Describe a time when you promoted innovation and encouraged your department to try new things without fear of reprisal. How did it align to the larger organizational mission, vision or strategic plan? Give an example.
2. Tell us about a time your organization was faced with adversity and you were able to help translate the situation into opportunities for improvement. How did you manage this? What was the outcome?

Executive Leader

1. Tell us about a time when you served as a champion for innovation and effectively drove out the fear of failure or reprisal.
2. Describe how you create an environment where members of your organization are encouraged to practice creative or innovative thinking and take appropriate risks across organizational boundaries. What did you do? What was the outcome?
3. Talk about a time you endorsed others to be creative in order to achieve a goal. What role did you play? What did you do? What were the results?

Holding Self and Others Accountable

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Self-Directed Learning Resources, Activities and Professional Development

Development Activities

- › Manage a group through a significant business crisis
- › Manage a cost-cutting project
- › Integrate diverse systems, processes, or procedures across decentralized and/or dispersed units
- › Troubleshoot a performance or quality problem with a product or service
- › Take on a tough project, one where others who have tried it have failed
- › Launch a new product, service or process.
- › Relaunch an existing product, service or process that's not doing well.
- › Help someone outside of your unit or organization solve a business problem
- › **Individual and leadership team consulting may also be available.**
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Books

- › Adner, R. (2013). The wide lens: What successful innovators see that others miss. New York, NY: Portfolio Trade.
- › Amabile, T. M., and Khaire, M. (2008). Creativity and the role of the leader. Harvard Business Review, 86(10), 100-109.
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