ON-BOARDING

TOOLKIT

Guidance
For the New Leader

Dear New Leader,

Welcome to the Johns Hopkins community! We understand that this is a new beginning for you and the possibilities are endless! Your role is critical in fulfilling the mission of both your department and Johns Hopkins University.

Although you may have already completed a number of orientation activities, we would like to provide you with a few more ideas and tools to help you. This toolkit is designed to help you navigate through Hopkins, both organizationally and culturally. We hope this information will put you on the path to becoming a successful contributor at Johns Hopkins.

Again, welcome! We hope that your career here will be a gratifying one and that this on-boarding toolkit will be a useful start.

Johns Hopkins University
Department of Human Resources

Johns Hopkins University Core Values

University leadership has identified five core competencies that are crucial to every position within the university, to ensure that all employees can effectively work together to develop innovative solutions to current and future challenges. The Core Values are:

Equity Civility and Respect
Managing Change
Innovation and Problem Solving
Mission and Service Excellence
Relationships and Teaming

Contents

Welcome to Johns Hopkins University!

This checklist outlines the initial information that you should receive during your first 30 days. Having both you and your manager sign the checklist ensures that necessary information has been shared.

This section provides useful information to help you hit the ground running.

This section includes resources that will help you build on your leadership skills throughout your first year.

Suggestions that may help you build and maintain relationships with your new team and colleagues.

Once you begin to know your group as individuals, it's time to start thinking about how they interact as a team. This section provides best practices for building a successful team.

A set of questions that may help you begin discussions with your new team members

Consider using some or all of the information on this form to help your manager and team get to know you better.

A comprehensive list of paper based and online resources

The following tool bar appears at the top of various documents in this kit. It shows when to use a specific document or worksheet-- prior to your arrival, during the first 30, 60 or 120 days, and beyond the 120-day period.

NEW EMPLOYEE DAYS	< 0	0-30	30-60	60-120	120 +

NEW EMPLOYEE DAYS	< 0	0- 30	30- 60	60-120	120+

Welcome to the Johns Hopkins University!   We hope this letter finds you excited about your employment with JHU and look forward to beginning a lasting relationship with you as you begin your new role.

By now, you have hopefully received a welcome packet that includes some basic information about JHU. Take some time to read through that material.

If you have any questions about any of these things, feel free to call your manager to obtain any missing pieces of information.

Our Mission

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world.

Principles of Equity and Respect

We:

- Demonstrate respect for each other
- Fill leadership positions from inclusive pools
- Compensate our employees equitably
- Support work/life balance
- Choose Civility

To view The Johns Hopkins University Diversity Leadership Council's (DLC) statement on Diversity and Inclusion click here.

Overview Checklist for New Leaders

NEW EMPLOYEE DAYS	< 0	0- 30	30- 60	60-120	120+

TO BE FILED IN YOUR DEPARTMENTAL PERSONNEL FILE BY THE MANAGER (*Optional*)

Name _____   School/VP Area _____

Supervisor _____   Department _____

ACTION ITEMS

Check off items as you complete each one.

☐ Ask your department administrator for your JHED ID (employee identification number) and set up your computer here: http://www.it.johnshopkins.edu/gettingstarted.html

☐ Obtain a JHU Badge (J-Card)

☐ Complete your HR information (permanent address, emergency contact, direct deposit and tax withholdings) http://ssc.jhmi.edu/hr_payroll/ess_home.html)

☐ Complete online Benefits Orientation and review resources for new employees and new managers.

INFORMATION COVERED IN ONLINE NEO (New Employee Orientation)

☐ The history of Hopkins, Diversity, Service Excellence, Sustainability, Security Information, Occupational Health and Safety, and other related policies and procedures

CHECK OFF ITEMS AS YOU COMPLETE THEM

☐ Terms of employment (employment program/probationary period/salary)

☐ Function of department/organization

☐ Job duties and performance expectations

☐ Department/organization chart

☐ Performance appraisals

☐ Interdepartmental relationships

☐ Work schedules, breaks and overtime

☐ Departmental safety plan

☐ Time and leave reporting

☐ Equipment use and access

☐ Professional Staff Development Programs

☐ Inclement weather procedures and policies

☐ Telephone use, etiquette, voicemail, directory

☐ Types of leave and accrual rates

☐ E-mail account and usage tips

☐ Paydays

☐ Emergency contact information

Learn about Hopkins

Knowing where to start may seem overwhelming, so here are some suggestions of things you can do during your first 30 days that can help you get a better feel for JHU.

WEEK ONE

- ☐ Meet and greet on day one with your co-workers at meetings, breaks, lunch, etc.

- ☐ Walk around and tour areas of the facility (someone may assist you).

- ☐ Have lunch with your new team on day one.

- ☐ Get acquainted with *my*JohnsHopkins (your individualized portal to JHU's online tools and services).

- ☐ Get acquainted with the myLearning website.

- ☐ Explore SkillSoft online learning options through *myLearning)*

- ☐ Learn about Hopkins communications:

  - ▪ E-mail
  - ▪ Johns Hopkins Magazine
  - ▪ University Announcements
  - ▪ University Calendars

  - ▪ Hub At work
  - ▪ Faculty, Management and Staff Development catalog
  - ▪ Team/department/unit meetings
  - ▪ Other regularly scheduled meetings

- ☐ Obtain approved organizational design documents for your immediate area (and any related areas). Make sure you understand and can communicate the key considerations that shaped your current organization.

- ☐ Find out what regular hours and break times are for your department.

- ☐ Paydays are 15th and 30th of each month; direct deposit is available.

- ☐ Log-in and check e-mail with your JHED ID.

- ☐ Learn about your phone systems and set up your voicemail.

- ☐ Find out about the use of refrigerators, ovens, microwaves, recycling, etc.

- ☐ Ask about the fire alarm, evacuation procedure, and crisis management plan.

- ☐ Review the Preparing for an Active Shooter emergency training

- ☐ Review and clarify all appropriate safety procedures.

- ☐ Learn how to navigate E-210 time keeping system

- ☐ Learn the location of office equipment (photocopier, scanner, etc.) and ordering of supplies. ☐

Locate a list of acronyms typically used in your department.

- ☐ Explore the advantages of working at Hopkins (worklife programs to support family & caregiving, well-being, tuition assistance, and more).

<u>DURING THE REMAINDER OF THE 1ST MONTH</u>

- Schedule a goals and expectations discussion meeting with your manager.
- Order University business cards (if applicable)
- Review what has already been covered in the above checklist.
- Register to join the New to JHU Networking Group that meets monthly.

Develop Your Leadership Skills

NEW EMPLOYEE DAYS	< 0	0- 30	30- 60	60-120	120+

DURING THE FIRST 30 TO 60 DAYS

- ☐ Inquire about training opportunities and resources

- ☐ Continue meeting with your manager on a regular basis

- ☐ Learn about department goals, mission, vision, values, business and social events.

* For helpful guides, see the resource documents section

* For helpful websites, see the online resources section

MONTHS TWO - THREE

Clarify roles and expectations- Balancing the demands of daily operations while learning a new job can be overwhelming, but the time you spend now identifying the key expectations and priorities of your new role will help to focus your efforts and those of your team more productively.

- ☐ Develop a list of expectations and accompanying priorities and goals and review with your leader as well as key staff members. Begin with existing strategic plans.

- ☐ Meet with your team to discuss goals, expectations and priorities and how their work and development goals can be in alignment with organizational goals.

- ☐ Put together action plans to achieve key expectations and priorities.

- ☐ Identify a list of activities that are important for the future, but can be put on hold for the short-term.

Create Quick Wins- Focus on establishing clear priorities to achieve quick results and make immediate progress. These early successes can put people's minds to rest. By publicizing and celebrating your early success, you signal that this organization is viable.

- ☐ Get input from your manager and your team in developing clear targets.

- ☐ Consider the following in identifying "quick wins":
    - ▪ What issues, challenges, or opportunities, if addressed quickly, will have a significant impact?
    - ▪ Ask, "What are people reporting concerns about?"

- ⬜ Assign a team member to be responsible for each activity, identify next steps, and estimate a time by which this activity can be reasonably completed.
- ⬜ Communicate and celebrate early wins with your team.
- ⬜ Build momentum and your reputation by achieving tangible results and celebrating success.
- ⬜ Continue to hold meetings with your manager at least every other week. Review all that has been covered

DURING THE FIRST SIX MONTHS TO ONE YEAR

- ⬜ Meet with your new team regularly to set goals, review performance, and give feedback. Also, ask for feedback about how things are going and if they're getting the support they need from you and others.

- ⬜ Ask your new team if there are learning and professional development opportunities that seem interesting to them and would help them to achieve their goals.

- ⬜ Get involved with the community. You can do this by talking to colleagues about campus groups, reading through a variety of JHU publications and through other professional activities and resources that are available.

* For helpful guides, see the <u>resource documents</u> section

* For helpful websites, see the <u>online resources</u> section

NOTES

Build Key Relationships

❏ Schedule "getting to know you" meetings with your new manager/department chair, senior colleagues, office administrators and staff.

❏ Meet with key stakeholders, customers and suppliers (internal and/or external) to get their perspectives on key issues and challenges your department is currently facing. Develop a list of these so you can prioritize your immediate work plans.

❏ Develop a list of key relationships that you want to build including key leaders, direct reports, peers and colleagues.

❏ Prepare a set of questions and interview these people for key information you will need.

❏ Schedule and hold Leadership/Team Transition meetings with any group that you lead. Introduce yourself including you r background and find out more about those who report to you.

❏ Hold 1:1 meetings with your manager, peers, and direct reports, making sure to meet as often as necessary to establish clear communication.

❏ If possible, get to know your team members individually by asking about their background, interests, educational and work experience.

* For helpful guides, see the resource documents section

* For helpful websites, see the online resources section

Develop Your Team

☐ Consider the following factors as you develop your team:

- ▪ Is this a newly formed group or a relatively stable one from the past?
- ▪ What strengths do the individuals bring to the collective?
- ▪ In what areas do they need coaching and development?

☐ Conduct initial 1:1s with each team member (see the following page for sample discussion questions).

☐ Consider developing operating principles with your team that will describe how you will work together on an on-going basis.

☐ Conduct regular ongoing team meetings to communicate work related topics with your team.

☐ Identify each team member's strengths/weakness areas, establishing regular performance management and employee development feedback.

☐ Identify ways to recognize individual and team contributions and accomplishments.

* For additional support for you and your team with strategic planning, performance management, employee and leadership development, and succession planning, contact Talent Management and Organization Development.

* For helpful guides, see the resource documents section
* For helpful websites, see the online resources section

Sample Questions for Conducting Initial 1:1s with Team Members

NEW EMPLOYEE DAYS	< 0	0- 30	30- 60	60-120	120+

Name _____   Today's Date _____

Position _____   Start Date _____

How is your job going?

What are some of the accomplishments that you are proud of?

What are some areas of concern or challenge?

Do you have the necessary resources to perform your job?

What is working well?

What needs improvement?

If something needs improvement, what should be changed?

Is there anything you would like to tell me that I have not asked you?

Do you have any questions for me?

Getting to Know You Profile
(Optional)

NEW EMPLOYEE DAYS	< 0	0- 30	30- 60	60-120	1 2 0+

Consider using some or all of the information on this form to help your manager and/or team get to know you and each other better.

Name _____   Position _____

Today's Date _____   Start Date _____   Birthday (Month/Day) _____

Most *Avoided* foods

Family *(Optional)*

FAVORITES:
Beverage
Book/Author
Color
Food
Hobby/sport/interest
Movie
Restaurant
Snacks
Sports team
Type of Music
Type of Art

My hero or someone I admire

Pet(s)? (Type/breed/name)

Hobbies/Interests

What are your personal goals (educational, travel, home related, etc.)?

The following pages (15 through 18) are quoted from Watkins, M. (2001). Taking Charge in Your New Leadership Role: A workbook. Boston, MA: Harvard Business School Publishing.

- **Meeting the Challenge: Seven Rules-** This document can help you provide a framework for orienting yourself and set goals for your team

- **Avoiding Common Traps-** Given all you need to do, and the stresses of taking charge in a new leadership role, you may be at risk of succumbing to certain common pitfalls. To avoid derailment, keep these traps squarely in mind.

- **Assessing Your Vulnerability to Pitfalls-** This worksheet will help you to reflect on your past transitions into new leadership roles. After assessing your strength and weakness areas, see how you can apply your self-assessment to the Taking Charge Model that follows.

- **Taking Charge Model-** This model illustrates the dynamics of navigating through an initial transition into your new leadership role. Once you've identified the areas where you may become trapped (Assessing Your Vulnerability to Pitfalls worksheet), you can prioritize the areas you should focus on.

- **Team Development Model-** Teams, like people, go through various stages of development. B. W. Tuckman designed this model of team development which characterizes each stage a team proceeds through.

Meeting the Challenge: Seven Rules

As you transition into your new leadership role, these seven rules can provide a framework for orienting yourself and setting goals.

Rule 1 Leverage the time before entry

Use the time between selection and formal entry to jump-start the transition process. This pre-entry period represents precious uninterrupted time to assess the organization and formulate ideas about what needs to be done. Before setting foot in your new office, learn as much as possible about your organization's strategy, strengths, and weaknesses and develop some hypotheses to begin testing.

Rule 2 Organize to learn

Entering a new organization can be like sailing in a dense fog. Coping with limited visibility, you must exercise caution while you get your bearings. Because expectations are high and time is precious, you must organize to learn as rapidly as possible about the organization, especially about its culture and politics.

Rule 3 Secure early wins

It is crucial for employees to perceive that momentum is building during the transition. Within six months, you must have noticeably energized people and focused them on the organization's most pressing problems, using techniques that have immediate and dramatic impact. Early wins are a powerful way to get people pumped up.

Rule 4 Lay a foundation for major improvements

Early wins can help you get off to a good start, but they are not sufficient for continued success. To meet your boss's and your own expectations, you must also lay a foundation for the deeper cultural changes needed to sustain improvement in the organization's performance. The process is like launching a two stage rocket into orbit; early wins lift you off the ground, and foundation-building provides the thrust necessary to avoid falling back to earth.

Rule 5 Build winning coalitions

However much you learn and plan, you can achieve little alone. Powerful individuals and groups inside and outside the organization must perceive it as in their interests to help you realize your goals, and they must act accordingly. Building supportive coalitions and either reorienting or weakening unsupportive existing coalitions alters the power structure to favor implementation of change initiatives.

Rule 6 Create a personal vision of the organization's future

Whether or not visioning comes naturally to you, you have to engage in imaginative visualization in order to know where you want to take the organization. More encompassing and unified than goals, a personal vision of the organization as it could be can organize your thoughts and observations and can eventually evolve into a shared vision.

Rule 7 Manage yourself

Given the amount you need to learn about new products, markets, and the organization, a clear head is a must. Above all, you must find ways to maintain perspective and avoid isolation. Self-diagnosis and reflection are important tools for achieving these goals. You can gain additional perspective by soliciting appropriate advice and counsel.

Watkins, M. (2001). *Taking charge in your new leadership role: A workbook*. Boston, MA: Harvard Business School Publishing.

Avoiding Common Traps

Given all you need to do, and the stresses of taking charge in a new leadership role, you will be at risk of succumbing to certain common pitfalls. To avoid derailment, keep these traps squarely in mind.

Trap	Description	Results
Falling behind the learning curve	Before beginning your new job, you devote most of your time to wrapping up your previous responsibilities or taking time off.	You don't learn what you need to know to make sound early decisions, leading to judgments that damage your credibility.
Becoming isolated	You spend too much time reading financial and operating reports and not enough time talking with employees and other key constituencies.	You don't build the relationships and information conduits necessary to understand what is really going on.
Coming in with the answer	You come in with your mind made up about the problem and the solution.	Narrow fixes for complex problems alienate people and squander opportunities for good solutions.
Sticking with the existing team too long	You retain subordinates with a record of mediocre performance in the belief that your leadership will make a difference.	You waste precious time and energy trying to compensate for the team's weaknesses.
Attempting to do too much	You rush off in all directions, launching multiple initiatives in the hope that some will pay off.	People become confused, and a critical mass of resources never gets focused on key initiatives.
Allowing yourself to be by the wrong not others.	You create the perception that you listen to some people and supporters are alienated; your	Your information is **captured** inadequate, and potential **people** decisions are based on poor advice.
Setting unrealistic expectations	You don't negotiate your initial mandate and establish clear, achievable objectives.	You may perform well but still fail to meet your boss's expectations.

Watkins, M. (2001). *Taking charge in your new leadership role: A workbook*. Boston, MA: Harvard Business School Publishing

Assessing Your Vulnerability to Pitfalls

Reflect on your past transitions into new leadership roles. On a scale of 1-5, how susceptible have you been to each of the classic traps? Rate each separately, refer to the previous page to see what the resulting behavior looks like, and create a personal method to overcome the trap.
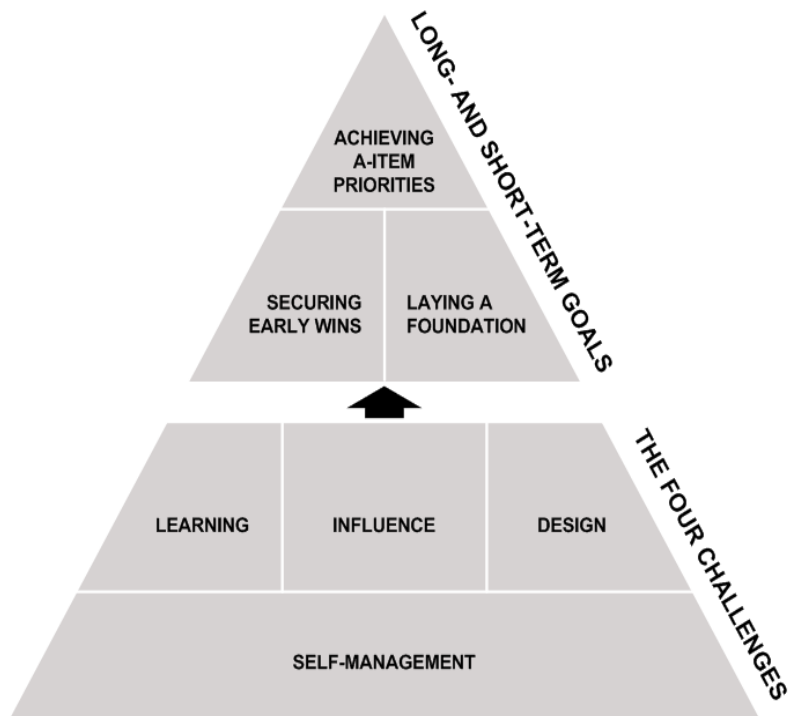
Trap	Description	Susceptibility
Falling behind the learning curve	Spending too much time before taking the new job wrapping up current responsibilities or relaxing and not preparing enough.	1--------2---------3---------4---------5 Low High
Becoming isolated	Not spending enough time early on talking to employees and other key constituencies.	1--------2---------3---------4---------5 Low High
Coming in with the answer	Making up his or her mind prematurely about the problem and the solution.	1--------2---------3---------4---------5 Low High
Sticking with the existing team too long	Retaining subordinates with a record of mediocre performance in the hope of turning them around.	1--------2---------3---------4---------5 Low High
Attempting to do too much	Rushing off in all directions, pushing multiple initiatives in the belief that some will pay off.	1--------2---------3---------4---------5 Low High
Allowing yourself to be captured by the wrong people	Appearing to listen to some people and not others.	1--------2---------3---------4---------5 Low High
Setting unrealistic expectations	Failing to negotiate the initial mandate and establish clear, achievable objectives.	1--------2---------3---------4---------5 Low High

Watkins, M. (2001). *Taking charge in your new leadership role: A workbook*. Boston, MA: Harvard Business School Publishing.

Taking Charge Model

This model illustrates the dynamics of navigating through an initial transition into your new leadership role.


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                    LONG- AND SHORT-TERM GOALS

              ACHIEVING
              A-ITEM
              PRIORITIES

        SECURING        LAYING A
        EARLY WINS      FOUNDATION

                    ↑                       THE FOUR CHALLENGES

   LEARNING       INFLUENCE       DESIGN

              SELF-MANAGEMENT
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Meeting the four challenges
Securing early wins and *laying a foundation for change* depends on your ability to meet four fundamental challenges during your transition:

- ☐ **The learning challenge-** Learning about your organization fast, before entry and during your first few months on the job.
- ☐ **The influence challenge-** Building personal credibility and productive working relationships with your new boss, direct reports, and key stakeholders.
- ☐ **The design challenge-** Aligning the organization's strategy, structure, systems, skills and culture.
- ☐ **The self-management challenge-** Maintaining perspective and emotional balance while dealing with the pressures of a new position.
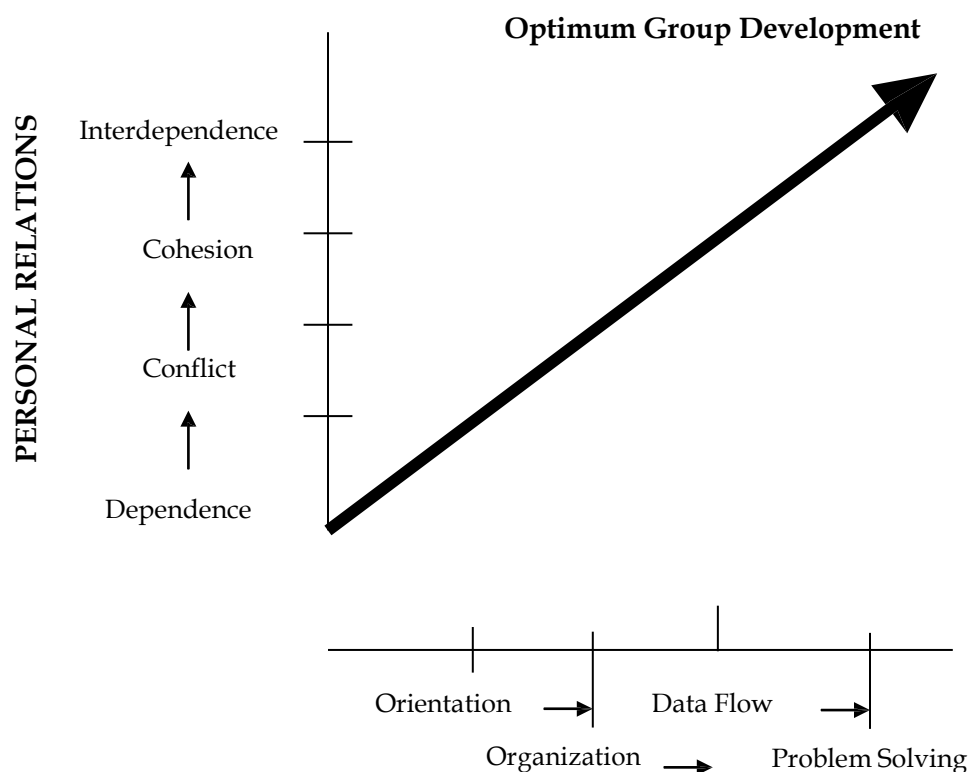

Watkins, M. (2001). *Taking charge in your new leadership role: A workbook*. Boston, MA: Harvard Business School Publishing.

Team Development Model

Teams like people, go through various stages of development. B. W. Tuckman has designed a model of team development which characterizes each stage a team proceeds through. Tuckman says that all highly productive teams must progress, in linear order, through five stages with the ultimate goal of reaching the performing stage. This cycle can start over and over again with no specific timing. Each time a team member joins or leaves, the cycle begins again.

Stage	Personal Relations	Task Functions
Forming	Dependence	Orientation
Storming	Conflict	Organization
Norming	Cohesion	Data Flow
Performing	Interdependence	Problem Solving
Adjourning	Anxiety & Sadness	Self Evaluation

Optimum Group Development

PERSONAL RELATIONS

Interdependence

↑

Cohesion

↑

Conflict

↑

Dependence

Orientation ⟶ | Data Flow ⟶ |

Organization ⟶ Problem Solving

TASK FUNCTIONS

Forming

In this stage people in the group are getting to know each other. Personal relations are characterized by dependence. Group members rely on safe patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to be sure that the group is safe. Rules of behavior seem to be to keep things simple and avoided controversy. Serious topics and feelings are avoided. The major task function is concerned with orientation. Members attempt to become orientated to the task as well as to one another. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Questions each member might be asking:
- Where do I fit in?
- Are the others going to accept me?
- How do I feel about this task and team? Am I bored? Interested? Feeling threatened?
- Do I want to stay with this team?

Suggestions for members:
- Ask for clarification on mission, goals, roles
- Be sensitive to the needs of new team members – make an attempt to get to know them and to provide information
- Make suggestions to improve procedures; adhere to those established
- Make note of the specific skills that other team members have; draw on them in decision making and problem solving
- Commit to the work of the team

Storming

In this stage there is a struggle for control and leadership. Personal relations are characterized by competition and conflict and the task function is organization. As the group members attempt to organize for the task, conflict inevitably results in their personal relationships. This stage is often characterized by criticism of the emerging leader and other team members, anger, formation of subgroups and scapegoating. There is more risk taking and challenging of authority. If the team does not resolve the leadership issue, it will surface again and again. Groups may have difficulty getting past this stage because they wish to avoid conflict. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate. The most important trait in helping groups to move on to the next stage seems to be the ability to listen

Questions each member might be asking:
- Who is the leader?
- How much influence do I have?
- How much responsibility do I have?
- Are my needs being met?
- Are my values being respected?

Suggestions for members:
- Air your perspectives on problems that concern you
- Seek out information from others that will help you understand and respect their perspectives
- Monitor the amount of time you spend contributing to the discussion; be sure that others get their share
- If you experience personal conflict with others, meet with them to work it out
- Strive to continually enhance your interpersonal skills; avoid evaluative, controlling communication that may make other defensive

Norming

In this stage interpersonal relations are characterized by cohesion, and the team members figure out how to use the team's resources most effectively. The major task function is sharing data, feelings, and ideas with a high level of creativity. Leadership is shared, and cliques dissolve. Group members are engaged in active acknowledgement of all members' contributions, community building and maintenance, and solving of group issues. The group members feel harmonious and like to work together. Conflict management is handled effectively and efficiently. Some members in this stage may feel that their personal space has been reduced to unacceptable limits. Groups in this stage may begin to fear the inevitable future breakup of the group and they may resist change of any sort. Sometimes groups in this stage can easily lose focus of their task because they are having so much fun.

Suggestions for members:
- Be receptive to new responsibilities
- Recognize the team chairperson and other team members for their accomplishments
- Be open to group evaluation; reflect on your own strengths as a group member and think about ways you can be even more effective

Performing

This stage is where everything is in balance, where most of the energy is focused on task accomplishment. Members work together as a unit. The range and depth of personal relations expand to true interdependence, while the task function focuses on genuine problem solving, leading toward optimal solutions and optimum group development. The overall goal is productivity through problem solving and work. There are no power struggles. Power and influence are distributed among team members who have specific expertise. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Members feel secure with one another and satisfaction with the team's activities. Individual members have become self-assuring and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense.

Suggestions for members:
- Be open to sharing leadership functions; rely less on the team chairperson
- Be receptive to new methods of doing things; explore your own creativity
- Avoid "mind guarding"; critically evaluate all ideas; avoid the tendency to agree

Adjourning_____

Tuckman's last stage was added later after further research and it involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement. Concluding a group can create some apprehension – in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

Suggestions for members:
- Embrace the opportunity to say personal goodbyes to members
- Show appreciation for the past accomplishments and work performed by the team
- Show appreciation for the contributions of individual members
- Members will often attempt to organize a team reunion

Team Development Observation Sheet

Check the characteristics which apply to the team you are observing.

FORMING		STORMING	
1. Adequate introductions	_____	1. Conflict over leadership	_____
2. Purpose clearly understood	_____	2. Conflict over purpose	_____
3. Norms determined	_____	3. Cliques have formed	_____
4. Structure issues addressed	_____	4. Absenteeism up	_____
5. Expectations made explicit	_____	5. Outside sources blamed	_____
6. Lots of chit-chat / surface politeness	_____	6. Personal attacks	_____
7. Unable to reach closure before skipping to something else	_____	7. Negative nonverbal behavior (folding arms, rolling eyes, etc…)	_____
8. Decisions by voting	_____	8. High levels of frustration	_____
9. Decisions tabled	_____	9. Hit "the wall" on task	_____
10. Disagreements squelched	_____	10. High levels of tension	_____
NOTES:	_____	NOTES:	_____

NORMING		PERFORMING	
1. Leadership issues resolved	_____	1. High role flexibility	_____
2. Norms reaffirmed	_____	2. Facilitation from members	_____
3. Structure issues resolved	_____	3. Leadership rotated	_____
4. Able to stay focused on task	_____	4. Decisions by consensus	_____
5. Subgroups gone	_____	5. Frequent review of process issues	_____
6. Issues confronted	_____	6. Creative conflict resolution	_____
7. Some complacency	_____	7. Lots of easy laughter	_____
8. Greater balance in participation	_____	8. Outside sources / help welcomed	_____
9. More attention devoted to process issues	_____	9. Members reinforce each other verbally and nonverbally	_____
10. Regular efforts to improve performance	_____	10. Expectations / assumptions verbalized	_____
NOTES:		NOTES:	

Characteristics of an Effective Team

☐ **Clear Purpose** – defined and accepted vision, mission, goal or task, and an action plan

☐ **Informality** – Informal, comfortable, and relaxed

☐ **Participation** – Much discussion with everyone encouraged to participate

☐ **Listening** – Use of effective listening techniques such as questioning, paraphrasing, and summarizing

☐ **Civilized Disagreement** – Team is comfortable with disagreement; does not avoid, smooth over or suppress conflict

☐ **Consensus Decision Making** – Substantial agreement through thorough discussion, avoidance of voting.

☐ **Open Communications** – Feelings seen as legitimate, few hidden agendas

☐ **Clear Roles & Work Assignments** – Clear expectations and work evenly divided

☐ **Shared Leadership** – In addition to a formal leader, everyone shares in effective leadership behaviors

☐ **External Relations** – The team pays attention to developing outside relationships, resources, credibility

☐ **Style Diversity** – Team has broad spectrum of group process and task skills

☐ **Self-assessment** – Periodic examination of how well the team is functioning

Parker, G. M. (1990). *Team Players and Teamwork: The New Competitive Business Strategy*. San Francisco, CA: Jossey-Bass.

High performing teams regulate the behavior of team members, help each other, find innovative ways around barriers, and set ever-higher goals. The most frequent cause of team failure was letting personal or political agenda's take precedence over the clear and elevated team goal.

Larson, C.E. & LaFasto, F.M.J. (1989). *TeamWork: What Must Go/What Can Go Wrong.* Newbury Park, CA: Sage Publications.

- JH University website: http://jhu.edu

- JH Medical Institutions website: http://www.jhmi.edu/

- JHU Human Resources: http://hr.jhu.edu/

- HIPAA Compliance:
http://www.hopkinsmedicine.org/administrative/hipaacompliance.html

- Joint Commission:
https://www.hopkinsmedicine.org/howard_county_general_hospital/about/awards_excellence/joint_commission.html

- Environmental Safety:
http://www.hopkinsmedicine.org/hse/environmental_safety/index.html

- Occupational Safety and Health:
http://www.hopkinsmedicine.org/hse/occupational_health/index.html

- JHU Benefits and Worklife: http:/hr.jhu.edu/benefits-worklife
  - JHEAP (Johns Hopkins Employee Assistance Program)
  - Family & Caregiving Programs
  - Live Near Your Work
  - Retirement Savings and Planning
  - Well-Being Programs
  - Tuition Assistance
  - Discounts

- Talent Management and Organization Development: http://tmod.jhu.edu

- Learning Solutions(TMOD) provides a comprehensive course listing to help individuals become effective managers, supervisors and team members. You can also find a course catalog at *my*Learning. Some departmental training topics include:
  - http://connect.johnshopkins.edu/welcome/
  - SAP training
  - Compliance, Policies and Procedures
  - Information Technology
  - Integrated Student Information System (ISIS)
  - Laboratory Excellence
  - Professional Coding for Medical Specialties
  - Leadership and Management Development
  - Synchronous Learning Technology –FastFacts -

- JHU Academic Calendars: http://www.jhu.edu/academics/calendars/

- JHU Holiday Calendar: https://hr.jhu.edu/benefits-worklife/time-off/holidays/

<u>External Online Resources</u>

- **Tomorrow's Professor**: Desktop faculty development website. You can sign up for a subscription.

- **Mind Tools**: A website providing a wide range of resources for supervisors and managers. Provides resources that give you skills, tips and training that can help you become a highly effective manager and leader.

- **American Council on Education**: A website with resources for those heading departments or programs and for administrators who work with department leaders.

- **Inside Higher Ed:** An online source for news, opinion and jobs for all of higher education.