

Leader's Developmental Resource Guide

(Links included for on-line use.)

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This Resource Guide was developed by
UW Medicine's Organization Development and Training (OD&T).

Please contact OD&T if you have information or ideas
that would make this content more helpful, accurate, effective or complete.

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Thank You.

Using this Resource Guide

This **Leader’s Developmental Resource Guide** will provide you with a foundation to leadership development concepts and resources available for your use at UW Medicine. Each section is briefly described below. See the section for more details.

For on-line use, use the links below to navigate to the specific resource.

Note about links: Some links (including all in this section “**Using this Resource Guide**” and most in the section “**Leadership Strategies and Opportunities**”) are provided to pages within this document. Most other links in this Guide are to resources on the UW Medicine intranet, the UW Medicine Patients Are First website or the UW POD website. When you access resources on the intranet or internet, be sure to notice the path of the link so that in the future you will be able to access the resource easily without the use of this Resource Guide.

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- p. 5 [Dear UW Medicine Leader](#)
A letter to welcome you into leadership at UW Medicine.

B. Acknowledging Your Journey into Leadership

- pp. 6 - 7 [Moments that Matter – My Leadership Journey](#)
Provides an opportunity for you to reflect on your personal journey into leadership and to write your “ah-has” when acknowledging “Moments that Matter” Take some time to reflect and write.

C. Organizational Expectations of UW Medicine Leaders UW MEDICINE/PATIENTS ARE FIRST

- pp. 8-11 [UW Medicine Patients Are First](#)
An explanation of UW Medicine’s commitment to achieving our strategic imperative of focusing on service excellence through leadership development and accountability.
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A checklist of tasks that UW Medicine leaders are expected to do. After the first three years of our Patients Are First work, leaders had attended many “Leadership Development Institute (LDI)” trainings. During these developmental events, leaders were trained on effective strategies for accomplishing these tasks. Speak with your supervisor to determine which of these tasks you are responsible for doing and specific tools to use in your areas.

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Provides information about UW Medicine and UW departments, trainings, and events and how to access more information via websites.
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Provides definitions of various leadership development strategies and opportunities and tips on how leaders can use them for their own, personal developmental efforts.
- pp. 23-24 [Recommended Readings](#)
A small sample of leadership development books and articles. These readings are recommended by consultants at UW Medicine's Organization Development and Training (OD&T).
- pp. 25 [Leadership Developmental Goal Worksheet](#)
Use this worksheet to document and commit to a leadership development goal of your choice.
- pp. 26-29 [Leadership Journal](#)
Use these pages to practice writing about your leadership challenges, developmental goals, progress, new insights or ideas. Write whatever you choose. It could be helpful to consider experiences throughout "The Developmental Cycle" on page 12 of this Resource Guide.

A. Welcome to Leadership at UW Medicine

Dear UW Medicine Leader,

Thank you for accepting the invitation to be a leader at UW Medicine. Being a leader is a responsibility and a privilege. You were selected for this role because you are seen as someone who will lead others skillfully and respectfully. You are a role model for others as you focus on our organizational goals and sometimes direct the work of others while acknowledging their current skills and identifying their developmental opportunities. As a leader, all of what you do and say is amplified. In other words, your actions and words are observed and perhaps assessed more strongly than before; which means that your skills as a leader are critical as others are watching you more closely. Your continuous learning and personal development as a leader will determine your effectiveness which begins with your:

- personal reflection,
- seeking feedback,
- welcoming new experiences in workplace challenges and projects, and
- seeking & providing support and coaching.

We hope you see this leadership role as engaging, challenging and rewarding. We all have challenges as leaders including how we communicate, how others perceive us, how we observe and assess situations, and how we take action. As a leader, you are expected to facilitate your own personal leadership development in these areas which begins by observing your actions, your language, and the affect you have on others. We will encourage you in your development and provide opportunities in your developmental endeavors. Please take advantage of these opportunities and also reach out to your supervisors and peers for support and coaching.

This Resource Guide is provided to begin your leadership journey at UW Medicine. It directs you to resources that will help you prepare to be an excellent leader; a leader who inspires others to excellence.

Once again, thank you for accepting this leadership responsibility. As a leader, every day you are contributing to our success at UW Medicine in achieving all of our goals, including our Pillar Goal to “Become the Employer of Choice”, a workplace that attracts, selects, and retains the best employees. Achieving this goal begins with your thoughtful and skillful leadership development and daily practice.

B. Acknowledging Your Journey into Leadership

Moments that Matter - My Leadership Journey

Moments that matter can come from the natural course of life's events or can be proactively created or accelerated for one's own self-development or the development of others. Some moments have an immediate impact, and others may take years to surface or resonate and have an impact in retrospect. There are positive moments that matter in authentic leadership development just as there are negative ones. Accompanied by "in the moment" and "post event" reflection, leadership development requires both creating moments that matter and taking advantage of moments as they arise in life."

Adapted from Avolio and Luthans - The High Impact Leader: Moments that Matter in Accelerating Authentic Leadership Development; McGraw-Hill (2006).

How did you come to be a leader at UW Medicine? When were your "Moments that Matter?"

Reflect on your life and identify what has influenced your path to leadership. When or how did you gain confidence in yourself, coming to believe that you could be a leader?

- Consider people, experiences, and moments.
- Did you have childhood experiences, work experiences, or community experiences that greatly influenced your path?
- Did you have parents, teachers, coaches, friends, colleagues, or supervisors that influenced your path?
- What did you learn or come to realize?

Below, write about your "Moments that Matter" within your journey to leadership. These may be in the form of a story, a time line, or bulleted events and experiences.

Stories are powerful. Share your story with others as a source of inspiration.

B. Acknowledging Your Journey into Leadership

“Moments that Matter” continued

UW Medicine Patients Are First

UW Medicine is committed to leadership in service and operational excellence. UW Medicine Patients Are First is a key strategic imperative for the continued success and advancement of UW Medicine as a health system.

UW Medicine Patients Are First is the focused orientation of our UW Medicine culture toward service excellence for every patient, every time. It is our framework for organizational development that provides frontline staff, managers, physicians, and leaders with the tools and tactics to achieve our strategic outcomes. We will strive to create better leaders, to create consistency across our organization, and establish systems of accountability that will help us execute our operational plans. UW Medicine is partnered with the internationally recognized consultant firm, The Studer Group, to assist us in these efforts.

Service and operational excellence, and attention to its foundational pieces of accountability and leadership development, will allow us to live our organizational values with integrity, and give us the ability to achieve our mission, vision and the level of success we desire as an organization.

OUR COMMITMENT - As leaders at UW Medicine, we commit to work collaboratively to create a culture focused on service excellence — as well as one that values our patients and their families, our physicians and our employees. Here’s how we do it:

- Work toward a culture of service excellence and model behaviors that demonstrate our commitment.
- Communicate in a clear and consistent manner.
- Continually improve the quality and safety of patient care and services.
- Set goals and hold each other accountable for attaining them.
- Allocate resources consistently to support our accomplishment of these goals.
- Ensure that everyone who works at UW Medicine is also committed to these quality, values, mission and service standards.
- Recognize those who consistently exceed the expectations of our patients and families and who demonstrate exceptional performance in their work.
- Set and achieve yearly [Pillar Goals](#).
- Keep track of how we’re doing real-time with the [Patients Are First Dashboard](#)

Learn more about UW Medicine Patients First and access tools and resources by visiting the [UW Medicine Patients Are First website](#).

On this website, click Tools and click [New Leader Orientation](#) to learn more.

D. Your Development as a Leader

Aligning Our Efforts in Service and Leadership Accountability

Through our UW Medicine Patients Are First efforts we have created organizational structures and tools that focus on our commitment to leadership development, accountability and service excellence, and we have identified specific behaviors we expect from all employees.

Alignment Tools - created by UW Medicine Leaders to consistently guide our actions & behaviors and to help hold ourselves accountable.

- [4 Pillars](#) and [Pillar Goals \(Data and metrics\)](#) – foundations that guide all of our actions
 - Focus on Serving the Patient and Family
 - Provide the Highest Quality of Care
 - Become the Employer of Choice
 - Practice Fiscal Responsibility

- [Service Culture Guidelines](#) – a document that identifies behaviors that display outstanding service and are expected to be practiced by all employees.
 - Make the people we serve my Highest Priority
 - Treat people with Respect & Compassion
 - Embrace Diversity, Equity, & Inclusion
 - Encourage Collaboration & Teamwork
 - Promote Innovation
 - Be Accountable for Excellence

Service Tools - for communicating with others in a way that makes them feel comfortable, oriented and confident in our ability to help them

- **Managing Up** – speak positively about our team, our providers, our colleagues, and our organization to build confidence in those that hear.

- **A.I.D.E.T.**[®] (Five pieces of service information to provide within every interaction)
 - **‘Acknowledge’** - acknowledge the presence of others, knock and pause, smile, make eye contact, shake hands, use open body language, ask how others prefer to be addressed
 - **‘Introduce’** – introduce yourself and others by name and role, manage up yourself and others
 - **‘Duration’** – communicate how long things will take, set time expectations, under promise and over deliver
 - **‘Explanation’** – tell them what to expect, and ask
“What questions do you have?”
 - **‘Thank’** – always express appreciation for the other person in some way
Always end the encounter by asking “Is there something else I can do for you?”

D. Your Development as a Leader

(Service Tools continued . . .)

- **Listen and A.C.T.** – behaviors used in service recovery when we need to rebuild trust in individuals who are disappointed, upset, or dissatisfied
 - Listen – to learn exactly what is happening, to enable venting, to enable effective problem-solving
 - **Acknowledge/Apologize** – Acknowledge that they are frustrated, disappointed, upset; express empathy; use an apologetic statement to acknowledge that they are having a bad experience
 - **Correct** – problem-solve, follow-through, keep the person informed
 - **Thank** – find a way to appreciate the person (e.g. thank you for working with me to resolve the issue)
and, **Take Action/Make Amends** – restore the relationship, find a resolution.

Accountability Tools

- **Leadership Evaluation Manager (LEM)** – a tool used by leaders to document quarterly goals for their departments and track progress.
Your Supervisor should orient you if you are to enter goals into the LEM.
- **Performance Evaluations** – evaluations have the Service Culture Guidelines integrated into them as areas of focus for all employees.

Leadership Development Opportunities (See [Leadership Development Trainings, Events, and Departments](#) in this Guide for more information on the following.)

- **Leadership Development Institutes (LDI)** – UW Medicine events provided 3 times per year, focused on aligned leadership development. The expectation is that attendees will practice what they learn and cascade the learning to their direct reports.
- Trainings provided by UW Medicine’s Organization Development and Training
 - Leadership Development Program (LDP)
 - **UW Medicine Leader Orientation**
 - **Leadership Foundations (in development)**
 - Other Leadership Development Offerings
 - **Corrective Action: Managing Performance Problems, A Positive Approach**
 - **Interviewing & Selection: Hiring the Best Fit**
 - **Extraordinary Leader Workshop**
 - **UW Medicine Service Excellence** workshop (offered for all employees)

More activities that leaders at UW Medicine are expected to do are communicated in the **Leaders Checklist to Hardwire Excellence** on the following page.

D. Your Development as a Leader

Speak with your direct supervisor to determine which of these tasks you are responsible for doing and specific tools to use.

Leadership Checklist to Hardwire Excellence

ONGOING:

- [Rounding for Outcomes](#) (staff, faculty, patients and internal customers).
- Utilize [rounding logs](#) to follow up on issues, rewards and recognition.
- Manage up self, co-workers, individuals and physicians in other departments.
- [Reward and recognize](#) staff and faculty. Use [written notes](#) to reward and recognize for specific behaviors.
- Make pre- and [post-discharge phone calls](#) as applicable.
- Role model use of [Service Culture Guidelines](#) and [AIDET](#) in all interactions.
- Role model high performing leadership behaviors by eliminating “we/they” conversations.

WEEKLY:

- Manage up one compliment to a senior leader to feed the thank you note process.
- Publicly reward and recognize a high performer while rounding and during meetings.
- Re-recruit one high performer and coach one solid performer to higher performance. Continue performance management process for low performers.
- Encourage employee bright ideas and innovation.
- Solicit feedback from staff on how key words are working, suggested service and operational improvements.

MONTHLY:

- Hold regular department meetings (cascade learning to all employees).
- [Meet monthly with supervisor](#). Include pillar results, wins and results from rounding, identified opportunities and actions on the [monthly meeting model](#).
- Review [30/90-day questions](#) with new hires and document conversations.
- Update [Communication Boards](#).
- Update LEM Report Card.

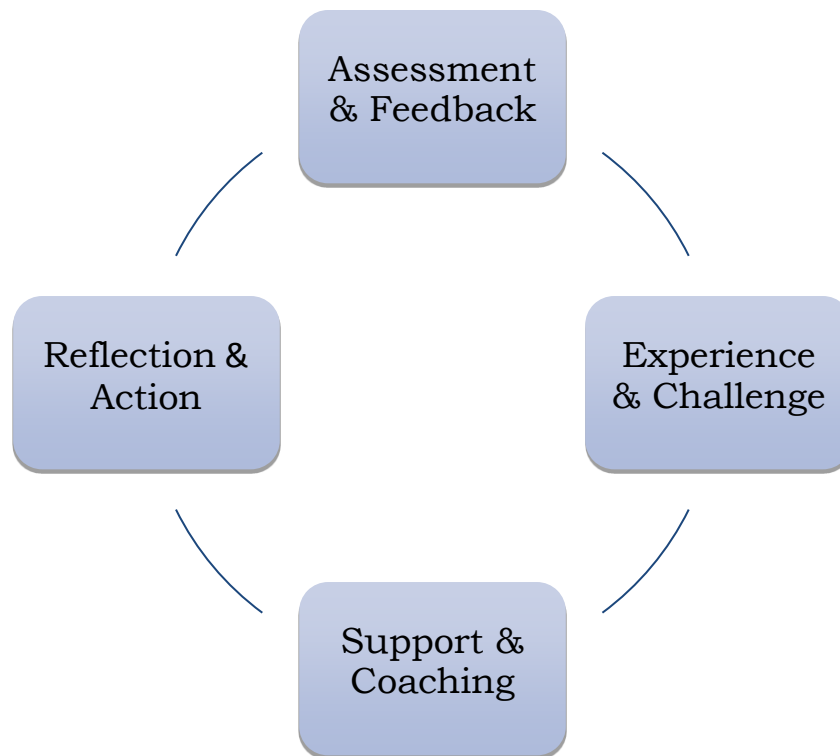
QUARTERLY:

- Review and update 90-day work plans and goals by first Friday of each quarter.
- Attend UW Medicine [Leadership Development Institutes](#) when offered; cascade LDI information to staff/faculty following each LDI.
- Review and reinforce [Service Culture Guidelines](#) at team meetings regularly quarterly at a minimum.
- Document [high-solid-low conversations](#) with all professional staff direct reports.

ANNUALLY:

- Define and review individual leader goals and weights with supervisor, and enter into LEM.
- As needed: Use [peer interviewing process as well as behavioral interviewing questions](#) for all interviews.

The Cycle of Development Model



Source: Bruce Avolio, Foster School of Business, UW

The Cycle of Development is a continuous cycle and is not necessarily linear in nature. Leaders may enter the cycle at any point and move to another part of the cycle depending on their circumstances, developmental challenges and learning opportunities.

Examples:

1. A leader just completes a grueling project in his/her unit and takes time to reflect on lessons learned. In this way, the leader is acknowledging time for reflection and assessment
2. A leader receives feedback from a 360 degree instrument (e.g. within the Extraordinary Leader course provided by OD&T) and from there seeks coaching and support to interpret the information and determine next steps. In this way, the leader will utilize each step in this process.

Leaders who want to develop themselves are always seeking feedback from others about their effectiveness. The most important point about the model is that true leadership growth and development will most likely occur when leaders engage in all four elements in the model.

Competencies of Extraordinary Leaders

Below is a list of 16 leadership competencies. Consider these competencies when assessing your strengths and weaknesses and determining areas of focus for your personal development as a leader.

As you design your developmental efforts, consider the following:

- You can learn and develop within any of the competencies.
- Everyone has strengths and weaknesses. Develop and polish your strengths. Do not focus only on developing your weaknesses.
- UW Medicine's Organization Development and Training (OD&T) offers a workshop, *The Extraordinary Leader*, that uses these 16 competencies and 360 degree feedback. Participants receive a leadership report that reflects how they are perceived as a leader by their peers, supervisors and direct reports. They use this information to develop goals and strategies for their personal development.
- Remember that there are many ways to facilitate your development as a leader. See the next section, *Resources for your Personal Leadership Development*, for ideas.

16 Differentiating Competencies

Identified by Zenger/Folkman

Character

1. Displays High Integrity and Honesty

Personal Capability

2. Technical/Professional Expertise
3. Solves Problems and Analyzes Issues
4. Innovates
5. Practices Self-Development

Focus on Results

6. Drives for Results
7. Establishes Stretch Goals
8. Takes Initiative

Interpersonal Skills

9. Communicates Powerfully and Prolifically
10. Inspires and Motivates Others to High Performance
11. Builds Relationships
12. Develops Others
13. Collaboration and Teamwork

Leading Change

14. Develops Strategic perspective
15. Champions Change
16. Connects the Group to the Outside World

Leadership Development Trainings, Events & Departments at UW Medicine and the University of Washington

Leadership Development Institutes (LDI) (Event/Training – 3 per year)

The LDIs are leadership development events provided three times per year by UW Medicine leaders to UW Medicine leaders. Leaders who enter goals into the “Leadership Evaluation Manager” (LEM) attend and other leaders who are invited. Ask your supervisor if you are to attend this event. The goals of the LDIs are to focus on our UW Medicine Patients Are First efforts while doing the following:

- provide updates on progress towards goals in the areas of leadership, patient satisfaction, and employee satisfaction within our system
- communicate and align what is expected of all leaders within UW Medicine
- provide relevant training on critical areas of leadership.

UW Medicine’s Organization Development & Training (OD&T) department

OD&T provides leadership development, consulting, coaching and courses for UW Medicine leaders. Please see our [OD&T website](#) for more information, resources, current offerings and registration information in addition to the offerings below.

Below is a list of the current leadership development offerings by OD&T. These offerings are provided at no cost to UW Medicine leaders. More information and registration information is on the OD&T website.

UW Medicine’s “Leadership Development Program (LDP)” and other offerings

- **UW Medicine’s Leader Orientation:** Two, 4-hour classes which formally welcome leaders into their leadership roles at UW Medicine while orienting them to expectations and resources in preparation for their journey toward becoming outstanding leaders.
 - Part One: Challenges leaders to pay attention to their own personal development and informs them of developmental resources and strategies.
 - Part Two (In development): Will address Employee Relations and Compliance topics for leaders. More information soon.
- **(New) Leadership Foundations (in development)**
A series of leadership development classes that provided for new, front line leaders at UW Medicine and for any leader who wants to revisit and polish their leadership skills. Participants complete all classes within a seven month period.

E. Resources for Your Personal Leadership Development

Other OD&T Leadership Development Offerings

- **Corrective Action: Managing Performance Problems, A Positive Approach**
This course addresses dealing with performance problems. UW Medicine’s Formal Corrective Action Process is reviewed however much of the course focuses on strategies and techniques for holding critical conversations with employees from basic performance management to informal counseling to formal counseling conversations.
- **Interviewing and Selection: Hiring the “Best Fit”**
This course addresses strategies and techniques for assessing and selecting “Best Fit” employees. Focus is on creating a candidate assessment process that utilizes best practices that include keeping the process structured, using behavior-based interview questions and ensuring the process is fair, legal and not affected by personal biases.
- **The Extraordinary Leader Workshop**
This workshop is offered for leaders at all levels to gain 360 degree feedback from their supervisors, peers, and direct reports on their strengths and areas for improvement. This program informs the creation of a leader’s development plan.

UW’s Professional & Organizational Development (POD) (UW department)

The POD serves all employees at the University of Washington. They provide many professional development classes for leaders, supervisors and front line staff on various topics. There is a fee for these courses for UW employees that can be paid by providing a UW Budget number.

An upcoming [Course Catalog](#) can be viewed on the [UW POD website](#).

OD&T Sponsored Courses offered by POD: OD&T selects several POD courses each quarter to sponsor (i.e. pay for) for UW Medicine employees who would like to attend. Registration for these sponsored courses must be done through OD&T in order to use the sponsorship (i.e. payment). Click [here](#) for more information and to complete a registration form.

Strategic Leadership Program (SLP): POD provides this leadership development program to all UW leaders at no cost. It is an excellent program and similar to OD&T’s Leadership Development program offerings.

(IMPORTANT NOTE: It is highly recommended that UW Medicine leaders attend UW Medicine’s OD&T’s Leadership Development Programs since these programs are specifically designed for leaders at UW Medicine, cover some healthcare specific topics, and attendees are able to network with other UW Medicine leaders facing similar challenges.)

Leadership Development Strategies and Opportunities

Common Strategies & Opportunities

These opportunities are designed ahead with specific learning objectives stated prior to the activity and are often led by another individual such as a facilitator, instructor or professor.

- Workshops, Trainings, Seminars, Classes, Conferences
- On-line Training
- Scholastic Programs (Undergraduate, Graduate, Post-Graduate)
- Webinars
- Certificate Programs
- Simulations

Often Overlooked Strategies and Opportunities: Non-facilitated, Self-directed Learning

These opportunities are directly sought out by learning leaders who are willing to invest time and effort to identify their own learning needs and learning strategies. Leaders who are “self-directed” and intentional in their development are often aware of their own learning styles and are willing to observe and reflect on lessons learned throughout their lives. They take ownership of their personal and professional development and take the initiative to assist others in their leadership development.

To learn more about each strategy below, read the following section:
Often Overlooked Leadership Development Strategies and Opportunities.



Leadership Development Strategies & Opportunities

Purposeful Observation and Reflection

Observing and reflecting on our experiences is a skill that is learned through practice. Some leaders practice this easily (perhaps seeming to be a natural behavior), however for others this is a skill that must be learned. There are strategies that can be used to assist in reflection and applying lessons learned.

Tips

- During an Experience: When observing a situation you are experiencing, try to take an objective view of it. Remove yourself from the actual activity and take a “view from the balcony.” See interactions without your biases and perspectives. Take a moment to reflect on what motivations you and others may have. This practice is done in the moment, not after the experience. It takes a conscious effort and decision to stop and take an objective view.
- After an Experience: After observing (i.e. experiencing) a situation, STOPresist the urge to “move on now that it is done”, and take a moment to reflect. Consider . . .
 - the motivations and objectives of yourself and others.
 - the responses and reactions of yourself and others.
 - Did you get the outcomes you expected, wanted, or planned for?
 - If yes, then consider what made it work. (e.g. written or verbal communications, contributions from individuals).
 - If no, then consider why not? What could have been done better to meet everyone’s needs?
- Documentation/Journaling: Write brief accounts of what you learn through observations and reflections, perhaps in your leadership development journal. Remember to look at the documentation periodically to remind you of personal lessons learned so you can recall and apply them when needed.

E. Resources for Your Personal Leadership Development

Coaching

Coaching is a conversational process between you and a coach or you and a coachee. A coaching event could last from one hour months depending on the growth and learning need. Leaders benefit from coaching when they . . .

- give AND receive coaching.
- need assistance in actually identifying growth opportunities.
- have identified specific learning opportunities with which they want assistance.
- need assistance with achieving an identified and challenging performance goal.

Coaches can be peers but you also have access to professional coaches.

- **Peer Coaches**
Peers are colleagues who are at the same level of leadership as you are and/or have no supervision over your work. Peer coaches can provide new perspectives for you to consider as their experiences are similar and different from yours. You can ask a peer to be a coach or accept an invitation to be a coach from a peer. Sometimes peers enter into an agreement in which they both accept coaching from each other. Peers sometimes understand our situations, our limitations, and our opportunities and can provide relevance when needed.
- **Professional Coaches at UW**
Professional coaches enables leaders to gain objective perspectives outside their work environments. There are several options within UW for finding professional coaches.
 - UW Medicine OD&T: The Consultants at UW Medicine’s Organization Development and Training (OD&T) can enter into a coaching agreement with you. To learn more, contact a consultant directly or contact OD&T at 206-598-6118 or odtreg@uw.edu. Most services are no cost to UW Medicine employees.
 - UW POD: The UW POD provides coaching for a fee. You can learn more about coaching and POD’s resources (e.g. [The University Consulting Alliance](#)). To work with a consultant/coach, contact the Alliance’s Consultation Services Coordinator at 206-616-8461 or alliance@uw.edu.
- **Professional Coaches outside of UW**
External/Independent: Many professional coaches are independent consultants and coaches. There is a cost for external professional coaches but they can be very helpful in overall personal and professional development. Most independent consultants/coaches can be located on the internet.

E. Resources for Your Personal Leadership Development

Tips (Coaching)

- Leaders learn by receiving coaching AND providing coaching.
- **An Invitation:** Coaching requires that the coach and the coachee agree to the coaching arrangement. Therefore, it is good practice to invite a coach or coachee into a recognized developmental opportunity for coaching and ensure the invitation is accepted.
- **Future Goal:** Coaching is focused on a future, identified goal.
- The coachee is responsible for leading the coaching conversation. In other words, the coachee actually identifies the goals and make final decisions on actions.
- Seek a coach who . . . (Or, be a coach that . . .)
 - provides *support, encouragement, and accountability* during the session.
 - is skilled at asking questions that challenge current thought processes.
 - assists in setting learning goals.
 - assists in developing ideas for learning.
 - assists in locating resources to support learning.
 - promotes consideration of potential “blind spots”.
 - makes appropriate connections between leadership goals and actual work.
 - shares insights and offers perspectives, however doesn’t do all the talking.
 - manages time well. Regarding time, if meeting with a partner/peer coach, ensure that coaching time is split fairly between you.
 - follows up to determine progress and holds you accountable.

E. Resources for Your Personal Leadership Development

Mentoring

Mentoring is a relationship between two individuals with the purpose of personal and/or professional development of the mentee. The relationship provides time and opportunities for the mentee to set and strive for developmental goals. The mentor must create an environment in which the mentee can reflect and explore options while answering the questions,

1. Where am I now? (i.e. assessment of the their current leadership state)
2. Where do I want to be? (i.e. visualization of their desired leadership state)
3. How do I get there? (i.e. making informed decisions, setting developmental goals and crafting practical strategies to achieve the goals) and
4. How am I doing? (i.e. assessing progress)

Mentors provide encouragement and support as mentees implement their plans.

The mentor also serves as a role-model in two very important ways.

1. Mentors are often role-models in their own behaviors and professional practices for the mentee to observe. In fact, mentors are often selected because they are skilled in the areas the mentee wants to learn, however it should be emphasized that this is not a requirement for being an effective mentor.
2. Secondly, mentors role-model “being a mentor.” If mentors effectively assist mentees to reach their goals, hopefully through observing the mentor’s behavior, the mentee will also develop the desire and skill to mentor others.

Mentors assist mentees in problem solving and decision-making processes that can be applied in the present and future. While participating in the relationship, the mentee may learn reflection processes that help them contribute more to their own future self-development.

Tips

- Leaders learn by having mentors and being mentors.
- The mentor’s role is not to give answers, but to create a relationship that fosters reflection and growth. They ask effective questions that enable the mentee to think through an issue while consistently providing support and encouragement.
- Mentors must ensure that mentees take ownership of their developmental directions, goals and plans. Mentees should make their own decisions.
- Mentoring relationships do have an “end.” The end is when the mentee has achieved their developmental goals. While this “end” is sometimes difficult to determine, remember that the mentor’s goal is not only to assist with the mentee’s development, but also to encourage competence and independence in the selected developmental areas.

E. Resources for Your Personal Leadership Development

“Stretch Assignments” – On-the-Job Learning Opportunities

Stretch Assignments are on job, short-term projects, or assignments that are participated in by a leader seeking professional development. These assignments are selected because they require competencies which you have had little experience using, are needed by your organization, or are outside of your comfort zone. Often leaders seeking growth will need to approach their supervisor to assess and determine opportunities for these developmental opportunities.

Tips

- When possible, try to link stretch assignments competency needs to those you may have identified to develop during previous assessments that may have occurred during such activities as performance evaluations or other developmental activities (e.g. 360-degree assessments).
- Don't assume that stretch assignments will be completely uncomfortable for you, but seek assignments/projects for which you may have some strengths that will be helpful, and some developmental opportunities also. In this way, you enter with some confidence, however, with the intention on developing new strengths through experience and practice.

Off-the-Job Learning Opportunities

Learning opportunities present themselves throughout our lives. Off-the-job learning opportunities are just that...opportunities to learn leadership skills outside of your job. Opportunities may present themselves with your friends, family, and in your community (e.g. clubs, volunteer situations, sports teams, civic events).

Tips

- Don't ignore the great lessons that can be learned off the job and applied on the job.
- Take advantage of opportunities to practice leadership skills which you may be uncomfortable using on the job. After you practice these skills off-the-job you may be more comfortable applying them at work.
- Observe effective leadership skills being practiced by others in day to day life. Consider how you can use what you observe. Document ideas in your leadership journal.

E. Resources for Your Personal Leadership Development

Sharing Lessons Learned (presentation, storytelling)

Leadership stories are shared everyday though informal conversations and within formal presentations. Most good leaders are willing to share stories of their success and often their failures because there are always lessons to be learned. Leaders who observe their world, identify stories of leadership success and failures and share those stories help other leaders learn.

Tips

- After personal observation and reflection, share the story of what you learned with friend. Talk about it until you see your own “learning” story shine through.
- Take opportunities to share your story with others when appropriate. Share it with your peer leaders and your direct reports who may be learning leadership skills.
- Listen to powerful stories that others tell you. Write the stories down in your own leadership journal to remember. Share these stories with others.
- Listen to great story tellers. What do they say, what do they do (e.g. provide visuals, use hand movements, facial expressions) that makes their story telling effective. Ask yourself, why do you remember what they say. Imitate them.
- Stories are powerful and persuasive. A story is much more powerful than a simple explanation of what you know to be true. Use experience and stories to influence the leadership development of others.

Personal Reading and Reflection

An amazing amount of literature has been written on leadership and leadership development including research articles, professional development magazines, books and many resources can be found on the internet. Reading allows you freedom to learn when you want to. You control your time and effort. If you are a leader, chances are you will be able to relate to most literature on leadership due to your day to day leadership experience. Read, reflect, and share.

Tips

- Ask good leaders whom you respect what books and articles that they have found helpful in their own development.
- Commit yourself to reading something each week on leadership whether it is a short article (even on the internet) or a chapter of a book.
- After reading, if something resonates with you, write about it in your journal to remind yourself about it at a later time.
- After reading, if something resonates with you, share it someone else.

Recommended Readings

Create Your Own Leadership Development Library

Below are some recommended readings to begin creating your own leadership development library—for yourself and to share with others. These selections focus on your *personal* leadership development in leadership, communication, and performance management.

OD&T's Resource Library

UW Medicine's Organization Development and Training has these and other books in their resource library collection that you can borrow before you decide if you want to purchase them for your own personal library. Additional books not on this list on subjects such as change management, teaming and conflict management, are also available for you to borrow.

- Hardwiring Excellence: Purpose, Worthwhile Work, & Making a Difference. Quint Studer. 2003. This book is a must-read for all leaders at UW Medicine. It introduces the basics of UW Medicine's *Patients Are First* culture change efforts, which focus on leadership accountability and service excellence. The book uses Quint Studer's nine principles of service and operational excellence to teach how leaders can apply specific tools and practices to create and sustain a world-class organization.
- On Becoming a Leader. Warren Bennis. 2003, updated and expanded edition. This book delves into the qualities that define leadership, the people who exemplify it, and the strategies that anyone can apply to achieve it. In a world increasingly defined by turbulence and uncertainty, the call to leadership is more urgent than ever. Featuring stories about and fresh, new commentary on the challenges and opportunities that leaders face today this book will inspire the next generation of leaders and guide them into the future.
- Peer Today, Boss Tomorrow. Laura E. Bernstein, 2005. "Whether you're a seasoned supervisor, you're newly promoted (and wondering 'What do I do now?'), or you're preparing yourself for a future leadership position, this book is for you. By applying the information found inside, you'll reduce any fears or frustration you may be feeling, increase your personal effectiveness, gain greater respect from the people reporting to you, and enhance your overall career. Most importantly, you'll prove to everyone (including yourself) that you ARE the kind of leader that others will want to follow."--Book cover.
- Crucial Conversations: Tools for talking when stakes are high. Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzer. 2012 This book is widely used throughout UW Medicine because it provides a critical foundation of skills and tools that are needed to communicate when the stakes are high and emotions run strong. This book gives leaders the tools to stay focused on what they want, transform anger and hurt feelings into powerful dialogue, make it safe to talk about almost anything, and be persuasive, not abrasive.

E. Resources for Your Personal Leadership Development

Books provided in OD&T's course offerings

- How to Be Exceptional: Drive Leadership Success By Magnifying Your Strengths. John Zenger and Joseph Folkman. 2012.

This book provides a clear roadmap to driving leadership effectiveness by building strengths. Using compelling evidence from decades of research, it shows leaders that rather than focusing on their weaknesses and how to overcome them, they should instead focus on their strengths and how to magnify them. The model ensures that fully developed strengths are sustainable by building follow through into a development plan.

This book is provided to attendees of OD&T's *The Extraordinary Leader* workshop.

- Positive Discipline: How To Resolve Tough Performance Problems Quickly . . . and Permanently. Eric Harvey and Paul Sims. 2005.

This booklet reframes the concept of discipline and performance management and provides a model for having a performance management conversation with an employee.

The booklet is provided in OD&T's course, *Corrective Action: Managing Performance Problems, A Positive Approach*.

Leadership Developmental Goal Worksheet

A developmental goal I will work on is -

Competencies involved may include -

I will work towards my goal by doing one or more of the following:

(Consider the **Leadership Development Strategies and Opportunities including:**
seek coaching, read a book, seek a stretch assignment, attend a workshop, reflect, journal etc.)

I will review my progress toward this goal on: _____ and _____
(Date) (Date)

Goal progress notes:

Leadership Journal

There is evidence to support that writing helps people to process many of life’s events.

Use the following lined pages to write on some of your leadership experiences, reflections and learnings. Go ahead, give it a try.

You may want to purchase your own leadership journal to continue journaling as a regular practice since our personal learning and growth never ends.

When journaling, write free form about your thoughts and reflections, or to guide your reflection, you could consider the Cycle of Development stages: *Your Experiences and Challenges*; *Support & Coaching* you may seek or you receive; *Reflections & Actions* you take or plan to take; *Assessment & Feedback* you receive or will request.

Date	Journal Entries

