Leading others:
Managing teams using the Penn Medicine Competency Model

A link to the slides will be emailed at the end of the week
Penn Medicine
Competency Model
Download

1. COMPASSIONATE
   Instills Trust
   Values Differences

2. MANAGES CONFLICT
   Tech Savvy
   Self-Development
   Manages Ambiguity

3. PERSUASIVE
   Builds Networks
   Balances Stakeholders

4. DRIVES ENGAGEMENT
   Optimizes Work Processes
   Develops Talent
   Plans and Aligns
   Directs Work

5. ORGANIZATIONAL SAVVY
   Drives Vision and Purpose
   Strategic Mindset

6. COURAGE
   Decision Quality

7. BEING RESILIENT
   Nimble Learning
   Interpersonal Savvy

8. ACCOUNTABLE
   Ensures Accountability
   Demonstrates Self-Awareness

9. COLLABORATIVE
   Collaborates
   Communicates Effectively
Providing excellent service and support to our patients, customers and team

Demonstrating a focus on continual learning and ability to employ advanced teaming skills

Effectively navigating across the system and using expertise to influence positive outcomes

Managing people and processes

Driving strategy and organizational change across the system
Rubrics allow you to assess the degree of proficiency for each behavioral competency

**Rubric** (noun): refers to both the definition of the competency and the associated scale

<table>
<thead>
<tr>
<th>Collaborates: Building partnerships and working collaboratively with others to meet shared objectives.</th>
<th>Needs Development</th>
<th>Skilled</th>
<th>Talented</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overlooks opportunities to work collaboratively with others</td>
<td>• Works collaboratively with others across the organization to achieve shared objectives</td>
<td>• Models collaboration across the organization</td>
<td></td>
</tr>
<tr>
<td>• Values own interests above others</td>
<td>• Represents own interests while being fair to others and their areas</td>
<td>• Facilitates an open dialogue with a wide variety of contributors and stakeholders</td>
<td></td>
</tr>
<tr>
<td>• Shuts down lines of communication across groups</td>
<td>• Partners with others to get the work done</td>
<td>• Balances own interests with others</td>
<td></td>
</tr>
<tr>
<td>• Prefers to work alone and be accountable for individual contributions</td>
<td>• Credits others for their contributions and accomplishments</td>
<td>• Promotes high visibility of shared contributions to goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gains support of others</td>
<td>• Is very committed to collaboration and partners with unwavering support</td>
<td></td>
</tr>
</tbody>
</table>

**Microlearning:** Using the Penn Medicine Rubric

**Job Aid:** Penn Medicine Rubric

**Job Aid:** Penn Medicine Rubric Levels 1 - 5

The Penn Medicine Competency Model establishes a common language and set of expectations across all employees.
All competencies are developable

Developmental difficulty is influenced by factors such as personality, genetics and skill complexity

- Directs Work
- Ensures Accountability
- Communicates Effectively
- Decision Quality
- Collaborates
- Plans & Aligns
- Patient / Customer Focus
- Tech Savvy
- Instills Trust
- Drives Engagement
- Optimizes Work Processes
- Attracts Top Talent
- Business & Financial Acumen
- Demonstrates Self-Awareness
- Nimble Learning
- Being Resilient
- Self-Development
- Critical Thinking & Problem Solving
- Courage
- Develops Talent
- Drives Vision & Purpose
- Organizational Savvy
- Persuades
- Values Differences
- Interpersonal Savvy
- Manages Conflict
- Builds Networks
- Strategic Mindset
- Manages Ambiguity
- Manages Innovation & Change
- Builds Effective Teams

Consider developmental difficulty when picking critical competencies for job success
All competencies are developable

<table>
<thead>
<tr>
<th>Role: Finance Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibilities:</strong></td>
</tr>
<tr>
<td>- Manage a challenging team of analysts</td>
</tr>
<tr>
<td>- Oversee new system implementation</td>
</tr>
<tr>
<td>- Communicate progress</td>
</tr>
<tr>
<td>- Conduct presentations</td>
</tr>
</tbody>
</table>

*Consider developmental difficulty when picking critical competencies for job success*
All competencies are developable

Consider developmental difficulty when picking critical competencies for job success

Developmental difficulty is influenced by factors such as personality, genetics and skill complexity

Easy

• Directs Work
• Ensures Accountability
• Communicates Effectively
• Decision Quality
• Collaborates

• Plans & Aligns
• Patient / Customer Focus
• Tech Savvy
• Instills Trust

Challenging

• Drives Engagement
• Optimizes Work Processes
• Attracts Top Talent
• Business & Financial Acumen
• Demonstrates Self-Awareness
• Nimble Learning
• Being Resilient
• Self-Development
• Critical Thinking & Problem Solving

• Courage
• Develops Talent
• Drives Vision & Purpose
• Organizational Savvy
• Persuades
• Values Differences
• Interpersonal Savvy

• Manages Conflict
• Builds Networks
• Strategic Mindset
• Manages Ambiguity
• Manages Innovation & Change
• Builds Effective Teams
All competencies are developable

**Role: Finance Manager**

**Responsibilities:**
- Manage a challenging team of analysts
- Oversee new system implementation
- Communicate progress
- Conduct presentations

**Competencies:**
- **Manages Innovation and Change**
- **Develops Talent**
- **Optimizes Work Processes**
- **Tech Savvy**
- **Communicates Effectively**

**Candidate 1:**
- Manages Innovation and Change
- Develops Talent
- Tech Savvy
- Verbal presentation was AWFUL

**Candidate 2:**
- Develops Talent
- Optimizes Work Processes
- Tech Savvy
- Communicates Effectively
- Did not demonstrate ability to lead change

Consider developmental difficulty when picking critical competencies for job success
Behavioral competencies are critical to all aspects of talent management

- **Hire and Onboard**
  - Attracts and Recruits
- **Develop and Deploy**
- **Manage Performance**
- **Engage and Retain**
  - Helps them grow to their optimal capabilities

**Hiring the right talent** and

- **Drive Engagement**
  - Creating a climate where people are motivated to do their best to help the organization achieve its objectives.
- **Optimizes Work Processes**
  - Knowing the most effective and efficient processes to get things done, with a focus on continuous improvement.
- **Develops Talent**
  - Developing people to meet both their career goals and the organization’s goals.
- **Plans and Aligns**
  - Planning and prioritizing work to meet commitments aligned with organizational goals.
- **Directs Work**
  - Providing direction, delegation, and removing obstacles to get work done.
- **Attracts Top Talent**
  - Attracting and selecting the best talent to meet current and future business needs.
- **Builds Effective Teams**
  - Building strong-identity teams that apply their diverse skills and perspectives to achieve common goals.
- **Manages Innovation and Change**
  - Creating and implementing new and better ways for the team, department, entity and/or organization to be successful.
- **Business and Financial Acumen**
  - Applying knowledge of business, the marketplace, and key financial indicators to make good business decisions and advance the organization’s goals.
Managing using behavioral competencies: Feedback

Studies show that giving feedback, both positive and constructive, increases engagement; engagement is said to have a relationship with outcomes and patient experience.

**Pathway:**
- I want to promote a more feedback rich environment within my team

**Microlearning:**
- Creating a Feedback Rich Environment

**Job Aid:**
- Giving Feedback
- Soliciting Feedback
- Receiving Feedback

**Collaborates:** Building partnerships and working collaboratively with others to meet shared objectives.

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Skilled</th>
<th>Talented</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overlooks opportunities to work collaboratively with others</td>
<td>• Works collaboratively with others across the organization to achieve shared objectives</td>
<td>• Models collaboration across the organization</td>
</tr>
<tr>
<td>• Values own interests above others</td>
<td>• Represents own interests while being fair to others and their areas</td>
<td>• Facilitates an open dialogue with a wide variety of contributors and stakeholders</td>
</tr>
<tr>
<td>• Shuts down lines of communication across groups</td>
<td>• Partners with others to get the work done</td>
<td>• Balances own interests with others</td>
</tr>
<tr>
<td>• Prefers to work alone and be accountable for individual contributions</td>
<td>• Credits others for their contributions and accomplishments</td>
<td>• Promotes high visibility of shared contributions to goals</td>
</tr>
<tr>
<td></td>
<td>• Gains support of others</td>
<td>• Is very committed to collaboration and partners with unwavering support</td>
</tr>
</tbody>
</table>
Managing using behavioral competencies: **Feedback**

Studies show that **giving feedback, both positive and constructive, increases engagement**; engagement is said to have a relationship with outcomes and patient experience.

---

**Pathway:** I want to promote a more feedback rich environment within my team

**Microlearning:** Creating a Feedback Rich Environment

**Job Aid:** Giving Feedback

**Job Aid:** Soliciting Feedback

**Job Aid:** Receiving Feedback
Managing using behavioral competencies: Performance Reviews

Pathway: I want to make the performance review process even more productive for my employees

Microlearning: Using Competencies During Performance Reviews

Job Aid: Giving performance feedback

Assessment: Penn Medicine Competency Assessment

Recognize how behavioral competencies improve the performance review process

Behavioral Competencies define “how” the work gets done. They are measurable, observable, can be developed and contribute to on-the-job success.
Managing using behavioral competencies:

**Development**

We strive to build a feedback rich environment at Penn Medicine. A feedback rich environment is one in which ongoing, real-time performance and developmental feedback is provided to the employee and team. Developing others is another crucial opportunity for you as a manager. With so much going on, it’s easy to have developing others fall to a lower priority. However, it’s critical for your success. Helping employees develop the technical competencies (what gets done) and the behavioral competencies (how it gets done) to advance is an essential aspect of being an effective leader.

As a manager, you have a variety of opportunities to provide developmental feedback to those you manage.

**Defining development feedback:**
- Has a long term goal focus (months/years).
- Builds on strengths, skills and competencies over time.
- Focuses on future goals, career development and succession planning.
- Provides developmental coaching opportunities.
- Prevents bad habits from forming.

Developmental feedback differs from performance feedback, which focuses on continuing to improve skills and competencies that impact performance. It also differs from real-time feedback which is immediate and takes place right away or shortly after an observation.

---

**Tool: Development Planning**

**Job Aid: Giving Feedback for Development**

- On the job assignment ideas
- Reading materials
- LinkedIn online learning
- PMA courses, micro-learnings & tools
Managing using behavioral competencies:

**Development**

**Candidate 1:**
- Manages Innovation and Change
- Develops Talent
- Tech Savvy
- Verbal presentation was AWFUL

**Tool:** Development Planning

**Job Aid:** Giving Feedback for Development
Managing using behavioral competencies: 

**Interviewing**

Tell me about a time where you had to figure out – on your own – how to solve a problem

I see you are an expert in quantum physics. Pretend I have no idea what it is. Explain it to me.

When was the last time you failed?

- Nimble Learning
- Communicates Effectively
- Demonstrates Self-Awareness
Managing using behavioral competencies: 
**Interviewing**

**Demonstrates Self-Awareness:** Using a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses.

<table>
<thead>
<tr>
<th>Behavioral Questions (Choose one)</th>
<th>Probes</th>
<th>Anchors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell me about a time when you received negative or constructive feedback and you used that information to make a change.</td>
<td>If person cannot come up with an example, ask them to think about a former work or school experience. □ What was the situation? □ How did you approach the situation? □ Why did you select that approach? □ What were the results? □ If that situation were to occur again, how would you handle it differently? □ What made your approach successful? □ What did you take away from the situation? □ How have you used those lessons in a different situation?</td>
<td><strong>Negative…</strong>  ✓ Unable to describe his/her strengths and weaknesses  ✓ Doesn’t reflect on own behavior/actions  ✓ Doesn’t seek feedback  ✓ Deflects feedback  ✓ Surprised by impact he/she has on others  ✓ Makes excuses and blames others</td>
</tr>
<tr>
<td>2. Tell me about a time when you asked someone for feedback.</td>
<td></td>
<td><strong>Positive…</strong>  ✓ Able to describe his/her strengths and weaknesses  ✓ Seeks feedback from a wide variety of sources  ✓ Views criticism as helpful  ✓ Doesn’t get defensive when receiving feedback  ✓ Willingly admits mistakes</td>
</tr>
<tr>
<td>3. Tell me about a time when you were surprised by the way someone reacted to you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tell me about a time when you should have handled a situation differently.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Rating:**

- 1: Significantly Below Position Requirements
- 2: Below Position Requirements
- 3: Meets Position Requirements
- 4: Exceeds Position Requirements
- 5: Significantly Exceeds Position Requirements

**Tool:** Custom Interview Guide

**Job Aid:** Using Competencies for Interviewing
Penn Medicine Resources

- **PennCOBALT**: A tool for the Penn Community that uses targeted assessments to direct you to the right level of coping support.

- **Lead Strong**: Live discussions and curated resources for Penn Medicine employees around leading yourself and your team during adversity.

- **WELLfocused**: A program dedicated to making living a healthy lifestyle easier, by providing tools, resources, educational campaigns and health-related challenges to help improve overall well-being.

Penn Medicine Academy:
- Microlearnings:
  - Creating a Feedback Rich Environment
  - Using Competencies During Performance Reviews
- Job Aids:
  - Giving Feedback
  - Soliciting Feedback
  - Receiving Feedback
- Penn Medicine Competency Assessment
- FYI For Your Improvement Competency Development Guide

Articles

- Updating the Debate on Behavioral Competency Development: State of the Art and Future Challenges (Frontiers in Psychology)
- Competency Management at Its Most Competent (Deloitte)
- Important Leadership Skills for Workplace Success (The Balanced Careers)
- Closing the capability gap in the time of COVID-19 (McKinsey)

LinkedIn Learning

- Leading and Managing the Whole Self
- Fostering Belonging as a Leader
- Developing Critical Thinking Skills for Better Judgement and Decision Making
- Communicating in Times of Change