



Penn Medicine



Leading others:

Managing teams using the
Penn Medicine Competency
Model



A link to the slides will be emailed at the end of the week



5 Organizational Savvy
 Drives Vision and Purpose
 Strategic Mindset

4 Drives Engagement
 Optimizes Work Processes
 Develops Talent
 Plans and Aligns
 Directs Work

Attracts Top Talent
 Builds Effective Teams
 Business and Financial Acumen
 Manages Innovation and Change

3 Persuades
 Builds Networks
 Balances Stakeholders

Courage
 Decision Quality

2 Manages Conflict
 Tech Savvy
 Self-Development
 Manages Ambiguity

Being Resilient
 Nimble Learning
 Interpersonal Savvy


1 **COMPASSIONATE**
 Instills Trust
 Values Differences

PRESENT
 Patient/Customer
 Focused

EMPOWERED
 Critical Thinking and
 Problem Solving

COLLABORATIVE
 Collaborates
 Communicates
 Effectively

ACCOUNTABLE
 Ensures Accountability
 Demonstrates
 Self-Awareness

 [Penn
 Medicine
 Competency
 Model
 Download](#)

Penn Medicine Behavioral Competency Model



5

Driving strategy and organizational change across the system

4

Managing people and processes

3

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

2

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

1

Providing excellent service and support to our patients, customers and team

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

Collaborates: Building partnerships and working collaboratively with others to meet shared objectives.		
Needs Development	Skilled	Talented
<ul style="list-style-type: none">• Overlooks opportunities to work collaboratively with others• Values own interests above others• Shuts down lines of communication across groups• Prefers to work alone and be accountable for individual contributions	<ul style="list-style-type: none">• Works collaboratively with others across the organization to achieve shared objectives• Represents own interests while being fair to others and their areas• Partners with others to get the work done• Credits others for their contributions and accomplishments• Gains support of others	<ul style="list-style-type: none">• Models collaboration across the organization• Facilitates an open dialogue with a wide variety of contributors and stakeholders• Balances own interests with others• Promotes high visibility of shared contributions to goals• Is very committed to collaboration and partners with unwavering support



[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

Easy

Challenging

Consider developmental difficulty when picking critical competencies for job success

All competencies are developable

Role: Finance Manager

Responsibilities:

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

Consider developmental difficulty when picking critical competencies for job success

All competencies are developable

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

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Role: Finance Manager

Responsibilities:

- Manage a challenging team of analysts
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- Conduct presentations

Competencies:

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

Candidate 1:

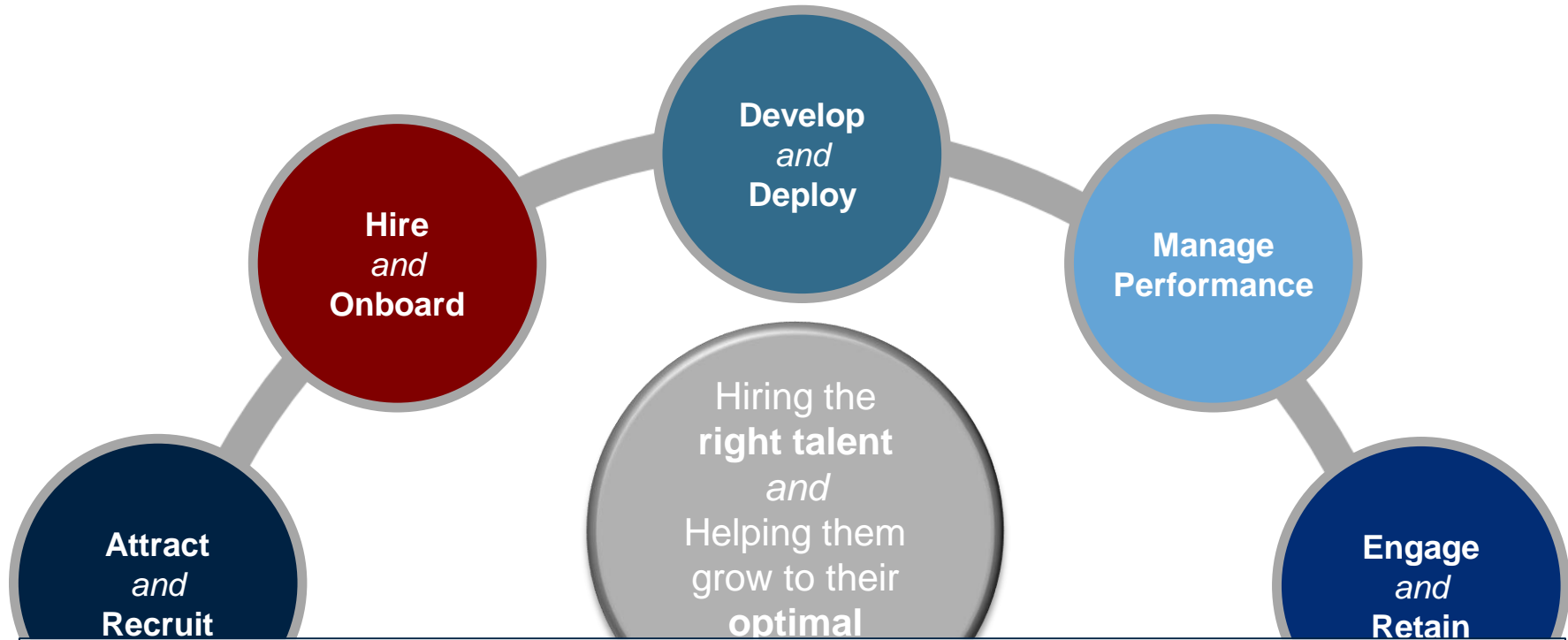
- ✓ Manages Innovation and Change
- ✓ Develops Talent
- ✓ Tech Savvy
- Verbal presentation was AWFUL

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



4

- **Drives 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*

Engage
and
Retain

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

Needs Development	Skilled	Talented
<ul style="list-style-type: none">• Overlooks opportunities to work collaboratively with others• Values own interests above others• Shuts down lines of communication across groups• Prefers to work alone and be accountable for individual contributions	<ul style="list-style-type: none">• Works collaboratively with others across the organization to achieve shared objectives• Represents own interests while being fair to others and their areas• Partners with others to get the work done• Credits others for their contributions and accomplishments• Gains support of others	<ul style="list-style-type: none">• Models collaboration across the organization• Facilitates an open dialogue with a wide variety of contributors and stakeholders• Balances own interests with others• Promotes high visibility of shared contributions to goals• Is very committed to collaboration and partners with unwavering support

Managing using behavioral competencies: *Feedback*


Engage
and
Retain

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

Penn Medicine Academy • Building an Agile Culture

TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Giving Real Time Feedback



This tool is designed for managers developing others.

The following tips and techniques provide success factors to help you deliver real time feedback in any situation.

Use this tool when you observe an employee, peer or your leader doing something you want them to keep doing or do differently.

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. Real time feedback is an essential communication tool used throughout the talent management process. Talent management refers to Penn Medicine's commitment to recruit, hire, develop and retain the most talented and high performing employees available in the job market. When managers consistently deliver real time feedback, everyone benefits. Effective real time feedback saves time and results in fewer difficult conversations.

As a manager, you have a variety of opportunities to provide real time feedback to those you manage, your peers and to your leader.


Real time feedback:

- Takes place immediately or shortly after you observe someone's performance
- Is typically informal in nature
- Is one of the most valuable tools a manager can use, yet is often underutilized

Having made an observation, you can use real time feedback to:

- Offer **positive feedback** to recognize and reinforce actions or behaviors you value and want to continue.
- Provide **constructive feedback** to identify actions or behaviors that could be even more effective and offer suggestions for improvement for the next time the situation arises.

Real time feedback differs from developmental feedback, which is generally longer term focused relating to future goals and career development. It also differs from performance feedback, which focuses on continuing to improve skills and competencies that impact performance.



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

100% COMPLETE

- Recognize the value of real-time and performance feedback
- Start with self-assessment
- Seek input on your feedback skills
- Challenge your staff to provide feedback to each other
- Provide even more frequent and consistent feedback
- Explore additional feedback resources

Recognize the value of real-time and performance feedback



If you are looking to promote a more feedback rich environment, start by taking advantage of real-time and performance feedback opportunities.

Real-time feedback is a crucial communication tool used to provide feedback right away, or shortly after, an observation. It has an immediate term focus and is typically brief and informal in nature.	Performance feedback focuses on providing positive reinforcement for skills that contribute to high performance or correcting habits and behaviors that lend to a performance gap. It has a longer-term focus and may be more formal in nature.
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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



Penn Medicine Name: _____ Date: _____

Part B: Assessment of Behavioral Competencies

Assess the degree to which you/your employee demonstrate(s) the Level 4 Penn Medicine Behavioral Competencies using the Level 4 rubric. Hover over the competency name and the "Needs Development," "Solid," and "Exemplary" check boxes for the definition of each and rate yourself/your employee as appropriate. Check only one box per competency.

Competency	Employee Self-Evaluation				Manager Evaluation of Employee				
	Needs Development	Approaching Solid	Solid	Approaching Exemplary	Needs Development	Approaching Solid	Solid	Approaching Exemplary	
Level 1 Competencies									
Builds Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patience/Customer Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking and Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embraces Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 2 Competencies									
Manages Conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Tech Savvy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages Ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being Resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Savvy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Penn Medicine Name: _____ Date: _____

Employee Self-Evaluation

Level 3 Competencies	Needs Development	Approaching Solid	Solid	Approaching Exemplary	Exemplary
Persuades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds Networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influences Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Manager Evaluation of Employee

Level 3 Competencies	Needs Development	Approaching Solid	Solid	Approaching Exemplary	Exemplary
Persuades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds Networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influences Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level 4 Competencies

Level 4 Competencies	Needs Development	Approaching Solid	Solid	Approaching Exemplary	Exemplary
Drives Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimizes Work Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops Talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans and Aligns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attracts Top Talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds Effective Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business and Financial Acumen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages Innovation and Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- Recognize how behavioral competencies improve the perform...
- Identify the appropriate performance review form
- Prepare yourself to host a productive performance review ...
- Launch the performance review process with your employees
- Champion the growth and development of your employees
- Keep the momentum going
- Explore additional performance management and feedback re...

Recognize how behavioral competencies improve the performance review process

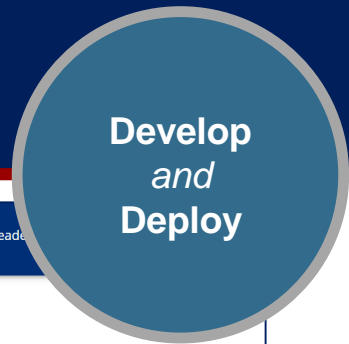


Behavioral Competencies define "how" the work gets done. They are measurable, observable, can be developed and contribute to on-the-job success.



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

Managing using behavioral competencies: *Development*



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TOOLS TO BUILD A FEEDBACK RICH ENVIRONMENT AT PENN MEDICINE

Giving Feedback for Development

This tool is designed for managers developing others.

The following worksheet and model describe success factors to help you deliver effective development related feedback.

Use this tool when planning to provide feedback as part of a development conversation with those you manage.

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.

Penn Medicine TALENT DEVELOPMENT

Tools for Managers • Tools for Individual Contributors • Penn Medicine Competency Model • Team • PMA Sites • Leads

Hello, Debra L Rosenbaum

When presented with an area of opportunity, it is important to remember that competencies can be deliberately developed over time. Being intentional about your plan to build competencies can help you become even stronger in your role and prepare you for what lies ahead.

Get Started | My Plans | My Team's Plans

Helpful Guide

This tool has been built to guide you through your developmental journey, suggesting learning opportunities and resource that will help you develop the competencies to be even more successful.

Watch *Creating a Development Plan* to learn how get started.

Steps for Building a Development Plan

1. Complete the [Behavioral Competency self-assessment](#) to understand your areas of strengths and opportunities for growth.
2. Work with your manager to identify a competency you would like to develop. Focus on one competency at a time but you may develop multiple competencies over time.
3. Use the [Development Planning tool](#) to set your SMART (Specific, Measurable, Achievable, Realistic and Time-bound) development goal and track your progress.
4. Select resources that include a combination of:
 - On the job learning opportunities from managers
 - Reading materials from management learning resources
 - PMA courses

Additional Resources

Explore tools and resources with your development plan.

PMA Talent Development



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*

Develop
and
Deploy

Candidate 1:

- ✓ Manages Innovation and Change
- ✓ Develops Talent
- ✓ Tech Savvy
- Verbal presentation was AWFUL

Manager's full name

Gretchen Kolb

Competency

Communicates Effectively (Level 1)

Development goal details

I would like to improve my verbal communication skills to be able to effectively deliver complex information to a diverse group of stakeholders

Competency level rating

Communicates Effectively: Developing and delivering multi-mode communications that convey a clear understanding of the unique needs of different audiences.

I Need Development

- Has difficulty communicating clear written and verbal messages
- Tends to always communicate the same way without adjusting to diverse audiences
- Doesn't take the time to listen or understand other's viewpoints
- Doesn't consistently share information others need to do their job

Development Activities

Activity Type

On-the-Job Development

On-the-Job Development Topics

Lead or join a team charged with communicating a change initiative in your unit/function. Think carefully about the challenging messages that need to be conveyed and plan how you will cover them clearly and succinctly. Seek feedback.

Feedback Source

My manager

Timeframe for Completion

June 1, 2021

Describe your action steps

1. I will create a communication plan about our project milestones for the new finance system implementation 2. I will record myself on bluejeans and practice the presentation 3. I will practice this presentation with my manager 4. I will deliver the presentation to the steering committee 5. I will ask for feedback from 1 - 2 committee members

Progress Notes

-

Manager's Comments

-



Tool: Development Planning

Job Aid: Giving Feedback for Development

Managing using behavioral competencies: *Interviewing*

Attract
and
Recruit

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



Nimble Learning

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



Communicates Effectively

When was the last time you failed?



Demonstrates Self-Awareness



Managing using behavioral competencies: *Interviewing*


Attract
and
Recruit

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

Behavioral Questions (Choose one)	Probes	Anchors
<ol style="list-style-type: none"> 1. Tell me about a time when you received negative or constructive feedback and you used that information to make a change. 2. Tell me about a time when you asked someone for feedback. 3. Tell me about a time when you were surprised by the way someone reacted to you. 4. Tell me about a time when you should have handled a situation differently. 	<p><i>If person cannot come up with an example, ask them to think about a former work or school experience.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the situation? <input type="checkbox"/> How did you approach the situation? <input type="checkbox"/> Why did you select that approach? <input type="checkbox"/> What were the results? <input type="checkbox"/> If that situation were to occur again, how would you handle it differently? <input type="checkbox"/> What made your approach successful? <input type="checkbox"/> What did you take away from the situation? <input type="checkbox"/> How have you used those lessons in a different situation? 	<p>Negative...</p> <ul style="list-style-type: none"> ✓ 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 <p>Positive...</p> <ul style="list-style-type: none"> ✓ Able to describe his/her strengths and weaknesses ✓ Seeks feedback from a wide variety of sources ✓ Views criticism as helpful ✓ Doesn't get defensives when receiving feedback ✓ Willingly admits mistakes


Comments:

Probes



Follow up questions to drive to a deeper answer

Anchors



What to look for in the answer

Rating:	1 Significantly Below Position Requirements	2 Below Position Requirements	3 Meets Position Requirements	4 Exceeds Position Requirements	5 Significantly Exceeds Position Requirements
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Questions? Comments?

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](#)

