Blending Theory and Practice
Building a competency based leadership development program

Ontario Library Association (OLA) Super Conference 2020

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Agenda

1. **Selling.** Creating a business case for senior leadership and Boards
2. **Building.** Practical steps to build a leadership development program
3. **Measuring.** Developing a theory of change and outcomes framework
1. Selling
Creating a business case for senior leadership and Boards
The Challenge

- Dynamic and challenging service environment requiring new skills and competencies
- New leadership and management team bringing different experiences and expectations
- No shared framework or model of leadership
- Building the next generation of library leaders
First questions we asked about leadership

- What are the most critical competencies for TPL managers?
- How comfortable are we with a dispersed leadership model?
- Where are we today?
- What change management would be required to move forward?
The Opportunity

• Create a shared vision of leadership across the organization
• Build a shared leadership model as a framework for discussion
• Support a high performing work culture beginning with management staff
• Engage and empower current managers to excel in their jobs - turning potential into success
• Build a diverse leadership pipeline for the future
2. Building
Practical steps to build a leadership development program
“For organizations to build leadership strength, they first need to know what elements of leadership are needed and valued in the organization and for what roles.”

- Center for Creative Leadership
Competency Selection

- The “right” competencies
- Involving the “right” people
- The “right” number of competencies
TPL Leadership Competencies

- Strategic Orientation
- Results Orientation
- Relationship Building & Political Acuity
- Leading Others
- Change Management
- Self-Leadership
- Inclusiveness
Defining the Competencies

**Strategic Orientation**
Thinks long-term and beyond the immediate work environment, setting vision and strategy. Links long-range ideas to operations. Influences organizational direction. Understands the library sphere and the bigger external environment in which libraries function. Makes decisions in the context of the bigger picture. Innovates and takes informed risks.

**Results Orientation**
Focuses on the delivery and improvement of business results. Able to deal with complexity and multiple or conflicting demands.

**Relationship Building & Political Acuity**
Builds and maintains strong relationships with internal and external stakeholders. Maintains awareness of public, political and internal trends and issues. Understands and navigates the internal organization and the external political sphere. Facilitates collaboration and partnerships.

**Leading Others**
Builds high-performance collaborative teams and work groups. Supports staff growth and success, through coaching, development and engagement. Empowers staff and teams. Uses influencing skills to build commitment and achieve outcomes. Communicates with clarity, transparency, and impact.

**Change Management**
Open to new ideas and approaches. Champions organizational change. People-focused in managing change. Ensures that change is embraced, adopted and implemented by staff. Communicates openly and transparently.

**Self-Leadership**
Demonstrates emotional intelligence through effective social skills, empathy, and self-regulation. Open-minded and resilient in the face of challenges and obstacles. Demonstrates learning agility. Behaves ethically, with honesty and integrity. Actions are guided by and demonstrate TPL’s service values.

**Inclusiveness**
Champions diversity, human rights, equity and accessibility. As an inclusive leader, values both demographic diversity and diversity of thinking and approach. Creates a collaborative and innovative work culture that embraces and leverages different perspectives and backgrounds.
Rolling Out the Competencies

• Introduced at a Leadership Development Forum, October 2018

• Further exploration and learning through Leadership Forums

• Incorporation into Manager Performance Planner
Leadership Forums

• Four Leadership Forums per year; half to full day, attended by 100+ managers

• Going deeper on Emotional Intelligence, Coaching, Leading in a Complex/Changing Environment

• Emphasis:
  ▪ Thought pieces
  ▪ Practical application
  ▪ Relationship-building
Incorporation of Leadership Competencies into Performance Planner

- Leadership Development Objective
- The 70/20/10 Model
  - 70% Learning Through Experience
  - 20% Learning Through Others
  - 10% Learning Through Formal Courses
We like them but ...

What exactly do they look like?

How do we use them to develop our managers as leaders?
The Competency Model

- Context
- Guiding Principles
- How to Use the Competency Model
# SELF LEADERSHIP

**Summary:** Demonstrates emotional intelligence through effective social skills, empathy and self-regulation. Open-minded and resilient in the face of challenges and obstacles. Demonstrates learning agility. Behaves ethically, with honesty and integrity. Actions are guided by and demonstrate TPL’s values.

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**Demonstrates self-awareness and aligns behaviour with TPL ethics and values**

- Understands one’s own emotions, strengths and weaknesses and one’s own impact on others
- Uses self-reflection to assess and moderate responses to situations
- Demonstrates positivity in the face of challenges
- Pursues learning opportunities to build capacity
- Demonstrates strong social skills in building and maintaining relationships
- Considers others’ feelings in communicating and in navigating conflict

**Demonstrates strong self-awareness and self-efficacy in responding to changing circumstances**

- Shows insight and capacity in adapting one’s behaviour based on the impact on others
- Frames mistakes (of oneself and of others) as learning opportunities
- Remains calm, focused and resilient in response to challenges and obstacles
- Creates one’s own learning development strategy, based on self-awareness
- Consistently models TPL’s ethics and values
- Demonstrates genuine empathy in interactions with others
- Successfully builds and maintains complex relationships

**Models self-leadership at the highest level for others. Champions TPL’s ethics and values at the highest level**

- Champions and demonstrates TPL ethics and shared values
- Has an in-depth understanding of personal strengths and seeks complementary relationships and strengths to achieve organizational outcomes
- Models resiliency, agility and self-reflection in facing serious challenges and obstacles
- Champions TPL as a learning organization
- Fosters trust and psychological safety in all relationships
- Successfully builds and manages high stakes relationships within and outside of TPL
The Competency Model can be used for...

- Articulating what “good” looks like
- Defining how success can be achieved
- Assessing current capability
- Planning developmental avenues
Continued Evolution

- Expansion beyond Managers
- Learning momentum
- Peer sharing
- Periodic review of competencies
3. Measuring
Developing a theory of change and outcomes framework
Participation in a structured leadership development program will help current and future managers understand expectations, support the development of leadership competencies, and increase employee engagement. This program will contribute to the development of a robust and diverse internal leadership pipeline, which will increase our capacity to produce managers who can lead the delivery of excellent and responsive customer service.
Logic Model: how the program is supposed to work

Process

Inputs → Activities → Outputs

Outcomes

Short → Medium → Long
Outcomes: Three levels of intended effects: individual, community, and organizational

**Short Term**
- Immediate (weeks/months)
- Evidence activities were performed as planned

**Medium Term**
- Expected change in knowledge, awareness, behaviour, and skills (months-years)
- Managers report they have developed and applied their leadership competency
- 2/3 of managers report finding the sessions useful (Survey)

**Long Term**
- Impact: systemic change (years-decades)
- Managers understand the leadership competencies and expectations at all levels
- Managers report meeting at least one new colleague
- 3/4 of managers report feeling more connected to community of managers (Survey)

**Inputs**
- Resources: human (time), financial, organizational, community, materials

**Activities**
- Events, interventions, tools
- Products of activities (quantifying activities, attendance, etc.) evidence activities were performed as planned

**Outcomes**
- Individual
  - All managers understand TPL leadership competencies
  - All managers incorporate one leadership competency into their performance planner
  - Managers can identify one practical skill they have learned

- Community
  - All managers participate in at least one cross functional team
  - Managers connect with their accountability buddy at least once
  - Managers understand the leadership competencies and expectations at all levels

- Organizational
  - Leadership competencies become an integral part of performance appraisal
  - Increased rate of promotion from within TPL
  - Develop a diverse pipeline of leaders
  - Create a best in class leadership program looked to by other libraries

**TIME**
- Leadership Development Team
  - Research leadership best practices
  - 3-4 leadership development sessions/year

- Directors Committee
  - Develop and communicate leadership competencies
  - 20 number of training hours/year

- Managers attending program
  - Identify and screen vendors
  - Host sessions at 2 or more locations

- Facilities and A/V staff
  - Deliver leadership sessions
  - 100% attendance of managers at leadership development sessions

**FINANCIAL**
- Training budget
  - Learning sustainment activities
  - 2/3 of managers explore self-assessment tool

- Vendor contributions/discounts
  - Performance plan incorporating one leadership competency
  - Provide Management Council updates 4 times per year

**FACILITIES & EQUIPMENT**
- Room use
  - Self-assessment tool
  - Administer one survey per year soliciting feedback

- A/V equipment
  - Matrix mapping competencies to roles
  - Program evaluation

**Leadership Development Team**
- Research leadership best practices
- 3-4 leadership development sessions/year
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TPL’s Leadership Development Program has three levels of outcomes

**INDIVIDUAL**
Build individual leadership competencies

**COMMUNITY**
Create a community of leaders to promote trust, collaboration, and connectivity

**ORGANIZATIONAL**
Develop excellence in TPL leadership by fostering and supporting current and future leaders at all levels

Sources: Evalulead method for evaluating leadership development programs; Kirkpatrick Learning Evaluation Model
1. Build individual leadership competencies

- Managers understand TPL’s leadership competencies and expectations for their current and potential future roles
- All managers attend the leadership development competency session (kickoff) by end of 2019
- All managers incorporate one TPL leadership development competency into their 2019 performance planner
- Managers report they have applied the leadership competency and Directors confirm this
2. Community and 3. Organizational outcomes

Create a community of leaders to promote trust, collaboration, and connectivity
- All managers participate in at least one cross-functional team or committee
- Each manager expands their informal network of trusted colleagues

Develop excellence in TPL leadership by training and supporting current and future leaders at all levels
- Develop a robust internal pipeline of future leaders
- Integrate leadership competencies throughout HR cycle
How we collect feedback

• Post session surveys to ask specifics about what people found helpful
• Added leadership development questions to organization-wide staff training survey
• Leadership Development specific survey
• Informal feedback from colleagues (hallway conversations, emails)
• In future: Pre and post surveys to assess learning
+90%* report feeling more connected to other managers as a result of sessions

“Led to good connections with managers I typically do not work with.”

“Helps move work forward.”

“These sessions provide us with an opportunity to learn about each other's challenges and perspectives, creating a more empathetic team.”

* More or somewhat more Source: Leadership Forum Survey June 2019 n=46: Yes 72% Somewhat 20% No 7% Prefer not to answer 2%
While nearly all (96%) managers understand the competencies, additional details were requested.

“It may be helpful to drill down deeper into the competencies so the LSMs have practical examples as to how they relate in their job - how does a competency relate to day-to-day outcomes, project outcomes, committee outcomes.”

“I understand the competencies, but not always how the organization wishes me to demonstrate the development of them.”

“Somewhat - we need better definitions and examples of what they look like at various stages of development”

“Could do with a fuller review; specifically how they play out in the Leadership Development Objective in the Performance Plan”

Source: Leadership Forum Survey June 2019
85% of managers incorporated a leadership competency into their performance plan.

Leading Others (37%) and Change Management (31%) represent nearly ¾ of managers who reported specific competency.

Inclusiveness (3%) and Relationship Building and Political Acuity (3%) were the least reported.

Source: Leadership Forum Survey June 2019: 74% of managers reported specific competency selected; self reported data.
Key success factors

• Grounded in theory
• Cross functional team
• Mix of internally generated content and external speakers (carefully vetted for fit!)
• Ask for feedback early and often
• Strong support from the top and active engagement of senior leaders
"Leadership is learned. We need to acknowledge we are not born with this skill and can get better."

—TPL Manager
Select Resources (1/2)


Leadership Competency Models - examples

Key Leadership Competency profile and examples of effective and ineffective behaviours. Treasury Board Of Canada. [https://www.canada.ca/en/treasury-board-secretariat/topics/professional-development.html](https://www.canada.ca/en/treasury-board-secretariat/topics/professional-development.html)

Leadership Competencies. University of Winnipeg. [https://www.uwinnipeg.ca/hr/docs/performance/Leadership%20Competencies%20-%20Feb%202014%20-%20Final.pdf](https://www.uwinnipeg.ca/hr/docs/performance/Leadership%20Competencies%20-%20Feb%202014%20-%20Final.pdf)

70/20/10 Model
Harvard ManageMentor® Content Map. Aligned to the 70:20:10 Framework.