



## Leadership Begins with You

Learning and Development

# ***Leadership:*** **Achieving, Influencing & Respecting Others**

***Developing Your Full Potential  
As a Carnegie Mellon Leader.***

## ***Leadership, Innovation, Transcending Disciplinary Boundaries, Responsibility to Society, Learning, Dedication to Our Work, Commitment to Quality***

The people of Carnegie Mellon bring these core institutional values to life. Leadership is key to organizational growth, change, and renewal. When staff and faculty develop their leadership skills, we create a more accomplished university and an environment in which all members of the university community can thrive.

## **The Art and Science of Leadership**

Do you think of yourself as a leader? What is leadership? Warren Bennis defines leadership as “the ability to connect with people in their gut and in their heart, not just in their head.” Leadership involves effectively inspiring and motivating others, overcoming obstacles, and leading change.

Great leaders take advantage of their natural talents and take the time to learn the skills they’ll need to effectively manage others. Leadership is developed daily through job opportunities, interactions with bosses and colleagues, and educational experiences.

Developing leadership expertise is necessary for success throughout one’s career. First, individuals must develop the skills necessary to become excellent individual contributors to the organization. Then, they must be willing to assume people management responsibilities. Nationally, nearly 75% of new first-level managers are

promoted from within. Finally, when they empower others while being accountable for results, motivate others despite challenges, and develop relationships that take advantage of a diverse workforce, they have maximized their leadership potential. These competencies form the foundation for creating and sustaining high performing teams and organizations.

## **The Leadership Development Model**

Some aspects of leadership can be implemented by every person, regardless of their position. Other unique aspects of leadership are required at specific levels of an organization. The Leadership Development Model will help you consider which competencies would provide the most value for you at your current career stage, as well as in the future.

The Leadership Development seminars are organized into three types of competencies that leading research has identified as critical in attaining success in ALL types of positions :

- achieving results,
- leading and working as part of a team, and
- respecting yourself and others.

In addition, we encourage you to take functional courses that relate to your unique duties - such as Oracle classes, time management, presenting with PowerPoint, etc. We recommend classes for all career levels, whether you are an individual contributor, manager or senior leader within the university.

**“The most significant contributions leaders make are not to today’s bottom line; they are to the long-term development of people and institutions who adapt, prosper and grow.”**

**- Kouzes and Posner**

# How to Use the Leadership Development Model

## Creating Your Own Leadership Development Plan

Through reflection and constant learning you can improve your leadership abilities. Make your development a priority - no matter what level you have attained or where you hope to advance, you will find your work life easier and more satisfying, and your goals more easily achieved, when you take some time to hone your skills.

The Leadership Development Model can help you determine your needs and formulate a development plan with your manager. Use the checklist in the back of this brochure to determine which courses you would like to take, as well as to review the courses you have already taken. We encourage you to formulate a development plan with your manager during an annual performance review or one-on-one meeting.

Where do you begin?

- **Know yourself.** What are your strengths? Weaknesses? How can you improve?
- **Learn from others.** Ask for feedback on your work and interactions with colleagues.
- **Enhance your communication skills.** Learn how and what to communicate.
- **Develop your functional expertise.** Credibility and competency go hand-in-hand.

## Formulating a Development Plan for Someone Who Reports to You

Identifying educational opportunities is a critical part of supporting your staff. It enhances their performance, expands their expertise, and adds new skills that may lead to additional opportunities.

Use the checklist in the back of this brochure to identify the courses that interest them, as well as the courses you think would be beneficial. Using this guide during a performance review or planning meeting is particularly useful for charting an employee development plan that will lead to professional growth and development.

## Which courses should be taken when?

That depends on many factors:

- Is there an area where you believe you are weak or need more skills?
- Does a course address a skill that your manager thinks you need to improve upon?
- Which courses are being offered by L&D in the current semester?
- Which courses most interest you?
- Which program is most relevant to the work you are doing now or plan to do?

Use the checklist in this brochure to note the courses you would like to take; check them off as you attend them so you can easily review your progress in meeting your development goals.

Leadership starts with the individual. Programs that emphasize individual development provide knowledge, awareness, and greater insight into one's own leadership abilities. It is a continuous process. Try to take at least one Learning and Development course per term. These professional development opportunities are provided at no cost to you. They usually last about two to three hours and are scheduled on campus for your convenience.

## Leadership Begins With You!

# Leadership

Below are Learning and Development programs recommended for various levels at the university. Individuals should look at the foundation courses suggested for all staff. If you have not had training in these areas, there may be a gap in your skill set that you can address first. Individuals should also consider the recommended courses for more advanced positions in order to master skills needed for assuming greater levels of responsibility.

## Carnegie Mellon Contributor

### Achieving Results

- Decision Making
- Mastering Change
- Presentation Skills
- Project Management

### Leading People

- Dialogue: A Process for Problem Solving & Exploration
- Fostering Team Creativity
- Partnership & Influence Skills
- Team Building Skills

### Respecting Self and Others

- Assessing Your Emotional Intelligence
- Emotional Intelligence
- Introduction to Communication Styles (MBTI)
- Sexual Harassment - Is it or Isn't it?

# Development

The courses within each track are not listed in order of importance. There are additional classes that, while not one of our core programs, can supplement your skills in a particular category. We also encourage you to take programs that directly address your functional duties or enhance your personal well-being. See the Learning Opportunities brochure each term to see which courses are currently offered that may be appropriate for you.

## First Level Manager

- Behavioral Interviewing
- Foundations of Management & Leadership
- Managing at CMU: The Essentials
- Partnering for Performance

## University Leader

- Communicating Through Electronic and Print Media
- Identifying & Leading Through Critical Success Factors
- Strategic Planning

- Conflict Management
- Difficult Conversations
- Giving and Receiving Constructive Feedback
- Leading Teams
- Rewards & Recognition

- Empowering Others
- Leading Change
- New Leadership Assimilation

- Awareness of Interpersonal Needs
- Leadership Styles (MBTI Step II)
- Maximizing the Potential of Your Workforce

- 360° Benchmarks
- Building a Collegial Environment
- Emotional Intelligence 360° Assessment

Program  
Taken

Date  
Taken

## Achieving Results

### Carnegie Mellon Contributors

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**Decision Making:** learn a process that analyzes all components of a decision to come to the wisest and most productive choice possible, reflecting the values and best thinking of the group.

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**Mastering Change:** explore what triggers change, the change management process, reasons for resistance/acceptance, the importance of communication, strategic partnerships, and managing the impact of change before, during, and after the change.

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**Presentation Skills:** practical tips for all presenters, covering the importance of audience analysis, techniques for developing persuasive organizational patterns, and ways to improve your delivery.

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**Project Management:** learn the fundamentals of project management, gain practical tools for those responsible for balancing work and tasks across a project, and practice applying project management techniques.

### First-Level Managers

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**Behavioral Interviewing:** make better hiring decisions by learning to identify talent that will embrace change, be flexible and manage priorities by conducting behavior-based interviews.

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**Foundations of Management and Leadership:** explore essential skills such as goal-setting and delegation, leadership theory, leadership styles and emotional intelligence.

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**Managing at CMU: The Essentials:** a broad overview of HR practices and policies, including employment/recruitment, discipline, Partnering for Performance, job class and pay information, and HR available services.

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**Partnering for Performance (PfP):** PfP is a process of identifying performance objectives and providing ongoing feedback and support to help employees meet those goals to be successful.

### University Leaders

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**Communicating Through Electronic and Print Media:** practice techniques that enable you to communicate a positive message about Carnegie Mellon when you give an interview or statement to the media.

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**Identifying and Leading Through Critical Success Factors:** learn how to pinpoint metrics that will allow you to measure how well you are meeting your central goals, as well as how to analyze and evaluate data as a key component of organizational leadership decisions.

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**Strategic Planning:** learn definitions and models for strategic planning, how to avoid pitfalls in the strategic planning process, and how to conduct a vision audit.

Program  
Taken

Date  
Taken

## Leading People

### Carnegie Mellon Contributors

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**Dialogue: A Process for Problem Solving & Exploration:** true dialogue is a group process in which participants seek to understand different points of view. We present a model for dialogue that leads to effective solutions.

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**Fostering Team Creativity:** stimulate innovative work, debunk myths about creativity, design supportive environments, and explore the relationship between dialogue and team creativity.

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**Partnership and Influence Skills:** when participating in partnerships, collaborations, and cross-area teams, learn how to maximize your contribution, and make sure your views and expertise are heard and considered.

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**Team Building Skills:** learn interpersonal skills to get along well with team members, develop accountability and efficiency in teams, and maximize the benefits of teams.

### First-Level Managers

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**Conflict Management:** effectively manage conflict by exploring the common causes and effects of conflict, a conflict management model, and the five general styles of conflict management.

Program  
Taken      Date  
                 Taken

## Leading People (continued)

- \_\_\_\_\_ **Difficult Conversations:** explore the issues and patterns that can make conversations difficult, and learn techniques for dealing with challenging communication needs with people at all levels.
- \_\_\_\_\_ **Giving and Receiving Constructive Feedback:** enhance your skills for giving and receiving effective, constructive feedback in informal, 1-on-1 situations with your reports, peers and superiors.
- \_\_\_\_\_ **Leading Teams:** creating a productive working environment, delegating tasks and accountability, and managing conflict to create teams that are effective, efficient, creative, and successful.
- \_\_\_\_\_ **Rewards and Recognition:** attract and retain great employees by designing fair and meaningful reward and recognition programs, by taking advantage of monetary and non-financial measures.

### University Leaders

- \_\_\_\_\_ **Empowering Others:** learn several strategies to instill a sense of power in others. These strategies are especially useful during times of transition and transformation.
- \_\_\_\_\_ **Leading Change:** lead change initiatives by learning the difference between instrumental and charismatic leadership, an eight-step model for leading change, and the importance of change sponsorship.
- \_\_\_\_\_ **New Leadership Assimilation:** learn from your work group how they perceive your strengths as a leader and their recommendations for addressing short-term and long-term organizational challenges.

Program  
Taken      Date  
                 Taken

## Respecting Self and Others

### Carnegie Mellon Contributors

- \_\_\_\_\_ **Assessing Your Emotional Intelligence:** many failures are due to lack of emotional intelligence (EQ), rather than technical skills. Take the BarOn EQ-i assessment and learn how EQ leads to personal and professional success.
- \_\_\_\_\_ **Emotional Intelligence:** explore what emotional intelligence is; its relationship to leadership; how it affects others, emotional and social competence; and techniques to make self-directed, sustainable changes.
- \_\_\_\_\_ **Introduction to Communication Styles:** use the Myers-Briggs Type Indicator to increase your understanding and acceptance of yourself and others, improve communication, and reduce personal and organizational conflict.
- \_\_\_\_\_ **Sexual Harassment - Is it or Isn't it?:** learn the definition of harassment, consider the effects of harassment, promote zero-tolerance, and discuss harassment policies and procedures.

### First-Level Managers

- \_\_\_\_\_ **Awareness of Interpersonal Needs:** use the FIRO-B instrument to explore how interactions can affect people. Understand how you come across, why conflict develops, and your own needs.
- \_\_\_\_\_ **Leadership Styles (MBTI Step II):** an in-depth exploration of the 20 facets of the basic personality types that affect your leadership style. See how people differ, and gain greater insight into areas of preference and avoidance that impact decision-making, problem-solving, communication, and conflict.
- \_\_\_\_\_ **Maximizing the Potential of Your Workforce:** to reap the benefits of a diverse workforce, we will discuss assumptions, bias and values; explore factors that affect climate; share practices, and discuss challenges.

### University Leaders

- \_\_\_\_\_ **360 Benchmarks:** feedback facilitates the development of leadership skills. Engage in rigorous self-assessment; see how coworkers, direct reports, clients and superiors view your leadership competencies and workstyle.
- \_\_\_\_\_ **Building a Collegial Environment:** a culture of creativity, multi-disciplinary exploration, helpfulness and support is invaluable. Learn how to set the leadership tone needed to build and maintain a collegial environment.
- \_\_\_\_\_ **Emotional Intelligence 360 Assessment (BarOn):** emotional intelligence is a key leadership skill. See how direct reports, superiors and peers perceive your EQ. The BarOn EQ 360 tool assesses emotional intelligence from a multi-rater, self/others' perspective.

# Carnegie Mellon

## Human Resources - Learning and Development

### Contact Us:

For more information about Learning and Development or Oracle training programs, contact Human Resources at [ldhelp@andrew.cmu.edu](mailto:ldhelp@andrew.cmu.edu) or call 412-268-4747.

**<http://www.cmu.edu/learning-programs>**

Carnegie Mellon University does not discriminate and Carnegie Mellon University is required not to discriminate in admission, employment, or administration of its programs or activities on the basis of race, color, national origin, sex or handicap in violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 or other federal, state, or local laws or executive orders.

In addition, Carnegie Mellon University does not discriminate in admission, employment, or administration of its programs on the basis of religion, creed, ancestry, belief, age, veteran status, sexual orientation or gender identity. Carnegie Mellon does not discriminate in violation of federal, state, or local laws or executive orders. However, in the judgment of the Carnegie Mellon Human Relations Commission, the Presidential Executive Order directing the Department of Defense to follow a policy of "Don't ask, don't tell, don't pursue" excludes openly gay, lesbian and bisexual students from receiving ROTC scholarships or serving in the military. Nevertheless, all ROTC classes at Carnegie Mellon University are available to all students.

Inquiries concerning application of these statements should be directed to the provost, Carnegie Mellon University, 5000 Forbes Ave., Pittsburgh, PA 15213, telephone 412-268-6684 or the vice president for enrollment, Carnegie Mellon University, 5000 Forbes Ave., Pittsburgh, PA 15213, telephone 412-268-2056. Obtain general information about Carnegie Mellon University by calling 412-268-2000.

Carnegie Mellon University publishes an annual campus security report describing the university's security, alcohol and drug, and sexual assault policies and containing statistics about the number and type of crimes committed on the campus during the preceding three years. You can obtain a copy by contacting the Carnegie Mellon Police Department at 412-268-2323. The security report is also available online.