

# Leadership Development Handbook

**Presented by: Langara College Human Resources**

**Prepared by: Jackson Consulting Group**



**Aim of the Handbook is to provide:**

- help for individuals wishing to develop their leadership skills and discuss their career aspirations
- guidance to managers on how to support individuals in their career development
- a framework for successful development and career planning discussions
- a self-assessment questionnaire and templates to support developmental conversations and individual development

**Our Leadership Development Strategy Vision:**

To continuously build a pool of leaders and potential leaders who clearly demonstrate the Langara leadership competencies, qualities and values. Our vision is to grow our own leaders and provide opportunities for career growth while recognizing that external recruitment is both necessary and energizing.

**Mission:**

Our strategy will guide and support us in the recruitment, development, promotion and retention of leaders and potential leaders who will:

- collectively and continuously lead the College to achieve its strategic plan
- ensure the economic and social well-being of Langara

**To help us achieve this vision and mission we have:**

- defined, in terms of behaviours, the competencies, values and qualities that describe effective leadership both for faculty and non-faculty leaders, now and into the future. This is known as the Leadership Success Profile
- developed a process, including the necessary support, for the creation and discussion of Individual Development Plans
- developed a Succession and Career Management system to ensure leadership sustainability for Langara

**And we will continue to:**

- provide the guidance and resources necessary to implement this Leadership Development Strategy
- communicate our Leadership Development Strategy and implementation plan
- provide opportunities for leadership development



## Steps for a successful leadership development process

### **Step 1: Accountability and Preparation for Managers**

It is the leader's responsibility to promote the on-going development and coaching of individuals in their team so that future leaders can be identified and developed at Langara. A manager is required:

1. to make time for an annual developmental discussion with individuals in your team. It is likely that the initial discussion will take about 60 minutes. Please prepare for the discussion by:
  - a. reviewing the "Development Conversation Template"\*
  - b. completing the "Self-Assessment Questionnaire"\* for individuals in your team as a way to provide the individual with an understanding of where you see his/her strengths and developmental opportunities
2. to provide on-going feedback and recognition of development and follow-up discussions throughout the year



### **Step 2: Accountability and Preparation for Individuals**

Individuals are ultimately responsible for their own career development with support from Langara. An individual's career at Langara will be affected by:

- demonstration of Langara's Leadership competencies as outlined on the Leadership Success Profile
- willingness to offer yourself for different kinds of work
- ambition/motivation to work at higher and more demanding levels
- commitment to and implementation of your individual development plan
- availability of positions and developmental experiences

To prepare for a developmental discussion with his/her manager, the individual should:

1. complete the "Self-assessment"\*
2. complete the "Interpreting your Self-assessment" section of the "Individual Development Plan"\*
3. review the "Development Conversation Template"\*



### **Step 3: Discussion (Annually and then periodically throughout the year)**

Using the "Development Conversation Template" as a guide, the manager and individual discuss development in the context of:

- current job
- professional development
- career aspirations

Keep notes of the conversation and agree on a date to follow-up once the Individual Development Plan (IDP) is drafted (within 10 days).

\*Provided in this handbook

**Step 4: Individual Development Plan**

After completing the various templates in this handbook and having a meaningful development discussion, the individual produces an Individual Development Plan (IDP). The plan creates a record of his/her commitment to the plan and increases the likelihood of his/her following through with the development.

A copy of the plan will be made available to the HR Department. Information from the plan may be used to inform Leadership training and development activities offered by Langara. Individual Development Plans will be used in future Succession Management discussions to ensure that individuals are receiving the most effective development for their career at Langara.



**Step 5: Action – Individual responsibility**

The individual is responsible for following out the actions agreed to in the plan and keeping his/her manager informed of achievements and roadblocks.



**Step 6: Follow-up and review – Manager responsibility**

The manager is responsible for following-up with the individual (at least quarterly) to see how the development plan is progressing, offer support, make suggestions, open doors etc.



**Support**

Langara is providing workshops for managers/coaches to:

- better understand the role of manager
- explore the knowledge and skills required to be an effective manager in the developmental process

Individuals who wish to speak to someone other than their manager about their development and career can make an appointment to meet with the AVP, HR Department.

**Resources available in this handbook:**

Self-assessment  
Interpreting Self-assessment  
Development Conversation Template

**Additional resources:**

Resource Guide

## Self-Assessment Questionnaire

Please complete this self-assessment to better understand your strengths and developmental opportunities. The competencies are those shown in the Leadership Success Profile. Be honest with yourself as you complete the assessment. Think carefully about each statement taking time to reflect on recent examples of where you have demonstrated a particular behaviour or where you have had difficulties demonstrating the behaviour. Please check the box next to your assessment for each statement:

S – Strength: I most often behave in this way when presented with the opportunity and can illustrate this by many examples

D – Development Opportunity: I sometimes behave like this when presented with the opportunity

N – No Opportunity: I have not yet had the opportunity to demonstrate or practice this behaviour

### Collegiality: ...valuing and demonstrating inclusivity, openness, civility and respect as a way of working at Langara

- |   |   |                            |                            |                            |
|---|---|----------------------------|----------------------------|----------------------------|
| 1 | Acts respectfully and civilly towards others, thus establishing an environment where collegiality can flourish          | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 2 | Creates the right conditions for healthy and inclusive dialogue   | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 3 | Remains flexible in order to work things out and find mutually acceptable solutions                                     | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 4 | Resolves conflict by asking questions that draw out common objectives and solutions rather than letting conflict fester | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |

<b>Total number of responses checked in each column for Collegiality</b>			
--	--	--	--

### Problem solving & Decision Making: ... considers a wide-range of information and perspectives to solve problems and make reasoned decisions; demonstrates a comfort with uncertainty and ambiguous conditions

- |    |  |                            |                            |                            |
|----|--|----------------------------|----------------------------|----------------------------|
| 5  | Takes a wide-range of input into account then synthesizes complex or seemingly unrelated information to find workable solutions  | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 6  | Systematically analyzes the various factors rather than relying on anecdotal evidence or one-off experiences   | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 7  | Makes fair, timely and reasoned decisions even when not all the information is available or conditions are unpredictable, demonstrating a level of comfort with ambiguity and complex situations | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 8  | Explains how he/she came to a decision in a forthright, confident and transparent manner   | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 9  | Gives the necessary support to a decision once it is made, demonstrating confidence in and commitment to the decision  | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| 10 | Recognizes when consensus is unattainable and makes a decision that is right for Langara at that time  | S <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |

<b>Total number of responses checked in each column for Problem Solving</b>			
---	--	--	--

**Organizational Awareness: ...understanding and appreciating Langara’s internal culture and operating practices as well as the political and business climate in which the organization operates.**

11	Ask questions and “keeps ear to the ground” to better understand key organizational and political issues and the viewpoints and objectives of key stakeholders	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
12	Successfully reads the climate of the organization, predicting how decisions or change will affect individuals and different groups	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
13	Offers and supports ideas/decisions that recognize the political, cultural and human realities of the organization	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Organizational Awareness</b>				

**Innovation: ...welcoming, generating and implementing new ideas and solutions that help to achieve Langara’s strategic goals**

14	Offers different perspectives, challenges traditional assumptions and asks deeper questions to stimulate creative thinking	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
15	Asks for, listens to and discusses creative ideas that help to move the organization forward	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
16	Provides support, leadership and resources to advance and implement creative ideas	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Innovation</b>				

**Integrity: ...actin with openness, honesty and respect to build and maintain an environment of trust**

17	Is honest and ethical in all efforts; does only those things that would stand-up to open scrutiny	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
18	Does what he/she says he/she is going to do	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
19	Speaks truthfully and candidly while respecting the feelings of others and sensitivity of issues	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
20	Treats all people fairly	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Integrity</b>				

**Professional Maturity: ...demonstrating courage to take on issues and make tough decisions while managing self with aplomb and emotional maturity**

21	Initiates conversation to discuss the tough issues, focusing on the issue and solution, rather than individuals and personalities	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
22	Maintains composure in difficult situations, respecting those around him/her and demonstrating confident leadership	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
23	Seeks out others for their expertise, recognizing his/her own limitations in specific areas	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
24	Admits own mistakes and takes responsibility to put things right	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Professional Maturity</b>				

**(TRP) Tenacity, Resilience & Patience: ... believing that own actions and efforts will overcome obstacles, weather storms, make progress and attain successful results in the end**

25	Takes a “can do” approach, taking accountability and following through in order to attain results	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
26	Persistently and patiently finds ways around perceived or real barriers to make progress	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
27	During inevitable rough patches, takes a “we’ll get there in the end” approach demonstrating tenacity and patience	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for (TRP) Tenacity, Resilience &amp; Patience</b>				

**Aspiration & Self-Development: ... strongly desiring more challenging assignments and accountability, recognizing the personal and professional commitment and development required**

28	Articulates a solid interest in pursuing a leadership career at Langara	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
29	Remains flexible in his/her career path, seeking out and seizing leadership opportunities as they arise and committing to the learning and development required	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
30	Finds and volunteers for internal and external opportunities where he/she can add value, gain organizational knowledge, build contacts and stay current	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
31	Commits and takes action to gain further knowledge and/or qualifications in area of expertise, business, leadership and/or technology	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Aspiration &amp; Self-Development</b>				

**Student Focus ...making decisions with the students in mind; focusing on providing the best possible experience for the student**

- 32 Proactively co-ordinates resources across Langara to meet student needs and provide the best student experience S  D  N
- 33 Prioritizes activities and resources with the aim of providing an intimate and personal learning environment S  D  N
- 34 Seeks out students' input when making changes/improvements rather than making assumptions of students' needs or generalizing about the population base. S  D  N

<b>Total number of responses checked in each column for Student Focus</b>			
---	--	--	--

**Business Awareness ...maintaining an awareness of and applying sound business and financial principles**

- 35 Considers the financial, operational and human perspectives when offering ideas or making decisions to ensure their economic, operational and ethical viability S  D  N
- 36 Clearly understands and is able to explain the financial, operational and human impact of decisions S  D  N
- 37 Builds effective business cases based on thorough research and analysis and in consideration of the strategic, financial, operational and human issues S  D  N

<b>Total number of responses checked in each column for Business Awareness</b>			
--	--	--	--

**Visioning & Strategic Thinking...energizing people around the vision and keeping the bigger picture in mind to steer a successful course for Langara College**

- 38 Paints a compelling, positive future vision for Langara, energizing people and creating a strong purpose in their work lives S  D  N
- 39 Scans the economic, academic, business and/or technical environment to spot opportunities and plan for future needs S  D  N
- 40 Analyses and articulates emerging trends and opportunities in a specific field of expertise over a 2 to 5 year future S  D  N
- 41 Considers the bigger picture (i.e. Langara's vision, values and priorities) when juggling priorities and resources in order to make strategically aligned decisions S  D  N

<b>Total number of responses checked in each column for Visioning &amp; Strategic Thinking</b>			
--	--	--	--



**Community Focus...expanding Langara's community involvement, connecting with community leaders and building Langara's reputation locally and further afield**

42	Finds ways to get involved and keep in close contact with community to identify/create new opportunities and intensify Langara's presence in the community	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
43	Takes every opportunity to be an advocate for Langara in the community and with all external contacts	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Community Focus</b>				

**Team Leadership ...creating team spirit and helping to direct individuals towards the achievement of the team and organizational goals**

44	Remains visible, available and approachable to others	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
45	Through conversation helps the team to clarify their purpose, roles and personal objectives	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
46	Clearly explains his/her expectations, goals and standards and discusses to ensure mutual understanding	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
47	Sets effective context then delegates responsibility, ensuring that all employees have a say over how work is done and have some degree of autonomy	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
48	Finds out what others need to get things done and then makes every effort to provide required support and resources	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
49	Regularly finds ways to celebrate and reward successes with the team	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Team Leadership</b>				

**Mentoring & Coaching ...inspiring others to do their best, develop professionally and contribute as a successful member of the leadership talent pool at Langara**

50	Gives generously of his/her time to mentor/coach others	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
51	Creates and finds opportunities for team members' growth and development	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
52	Provides individuals with constructive feedback, citing real examples of observed behaviours and outcomes	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
53	Frequently notices others' efforts, results or behaviours and gives genuine, personalized recognition	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
54	Regularly follows up with team members to ensure that they are taking the necessary action to achieve their individual development plan	S <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>Total number of responses checked in each column for Mentoring &amp; Coaching</b>				

**Relationship Management: ...building and maintaining a crucial network of contacts within Langara and in the community**

- 55 Pays close attention to her/his interaction with everyone S  D  N
- 56 Considers what he/she can do for others and follows through, recognizing that relationships are about what you give rather than what you get S  D  N
- 57 Takes initiative to create relationship building opportunities and be visible at college events S  D  N
- 58 Seeks to understand and build relationships with the key influencers and decision-makers so that he/she knows whom to contact when needing support/resources S  D  N

<b>Total number of responses checked in each column for Relationship Management</b>			
---	--	--	--

**Communication: ...using the power of personal interaction and language to effectively influence, inspire and lead others**

- 59 Pays particular attention to the way she/he communicates, recognizing the importance of tone, non-verbal cues, choice of words etc. S  D  N
- 60 Presents ideas and thoughts in an enthusiastic and civil manner S  D  N
- 61 Listens attentively and stays present during any conversation S  D  N

<b>Total number of responses checked in each column for Communication</b>			
---	--	--	--

**For scores – see next page** \_\_\_\_\_

**Scores:** to get a snapshot of your scores, transfer the total number of responses for each competency onto the tables below.

Competency	Strength # of S's	Dev. Opps. # of D's	No Opportunity # of N's
<i>MAKES GOOD DECISIONS</i>			
Collegiality	/4	/4	/4
Problem Solving & Decision-making	/6	/6	/6
Organizational Awareness	/3	/3	/3
Innovation	/3	/3	/3
<i>MANAGES SELF</i>			
Integrity	/4	/4	/4
Professional Maturity	/4	/4	/4
(TRP) Tenacity, Resilience & Patience	/3	/3	/3
Aspiration & Self-Development	/4	/4	/4

Competency	Strength # of S's	Dev. Opps. # of D's	No Opportunity # of N's
<i>ACHIEVES RESULTS</i>			
Student Focus	/3	/3	/3
Business Awareness	/3	/3	/3
Visioning & Strategic Thinking	/4	/4	/4
Community Focus	/2	/2	/2
<i>BUILDS STRONG TEAMS</i>			
Team Leadership	/6	/6	/6
Mentorship & Coaching	/5	/5	/5
Relationship Management	/4	/4	/4
Communication	/3	/3	/3

### Interpreting Your Scores (Please see next section for further help in interpreting your scores)

Where you scored mostly S's, it means that, in your assessment, you are skilled in this competency. These behaviours come naturally to you and you use them in most situations.

If you scored mostly D's, it means you have indicated that this competency is less developed and there is a real developmental opportunity present.

If you scored mostly N's it could mean that your role has not required you to demonstrate these behavioural competencies or that you have not yet recognized the opportunity. You may want to look for on-the-job opportunities where you can demonstrate or develop these competencies.

**Step 1: Interpreting your Self-assessment questionnaire**

The following questions are designed to help you get the most from your self-assessment results. After asking yourself the following questions and meeting with your manager you should have a good understanding of where to focus your development.

1. Which competencies/behaviours in the Leadership Success Profile are most important in your current leadership role? How did you assess yourself in these areas relative to other areas?

If you have feedback from others:

2. Does your Manager (or others) see your strengths and developmental needs in the same way that you do? What is this telling you?

3. Which competencies/behaviours are important for your career aspirations? How did you assess yourself in these areas?

**Step 2: Choose 2 (maximum 3) areas for development**

<b>DEVELOPMENT GOALS &amp; OBJECTIVES:</b>	<b>DESIRED OUTCOMES :</b> (Describe what will be evident to others)	<b>ACTION</b> Describe your actions / timeline (How will you do this?)
Action to be taken by Manager (if any)		

### Step 3: Career Aspirations

The following questions will be discussed during a conversation with your manager. This plan provides a record of your career aspirations at this time and should be reviewed and revised at least annually.

1. What are your career aspirations or goals in the next two years? Five years?	
2. What skill development, experiences or opportunities do you believe would help you to attain those goals?	

### Step 4: Reviewing Progress

On a specific date you should review the progress of your Developmental Plan and ask yourself the following questions.

1. What developmental actions have been successful?	
2. What turned out differently than you had planned?	
3. Do you need a different strategy?	
4. Did you anticipate the challenges?	
5. Have you rewarded yourself for your successes?	
6. Was your level of commitment great enough?	
7. What feedback have you received from your Manager on your development? If none, it is your responsibility to seek feedback?	

**Development conversation template**

The following template can be used by Managers to facilitate a developmental conversation between a manager and an individual. Please review the questions to prepare for the developmental discussion and use the questions to best suit the individual circumstance.

<b>Development on current job</b>	<b>Comments, suggestions</b>
<p><b>Before we start to explore your future development and aspirations, let's start with building a better understanding of any development opportunities in your current role:</b></p> <ol style="list-style-type: none"> <li>1. Let's explore your strengths. I see them as: ..... Do you agree?</li> <li>2. Do you feel able to put your skills and experience to good use in your current role? What else would you like to achieve in your current role?</li> <li>3. Are there any work relationships that you would like to improve or obstacles that you would like to overcome? Can you see a way to improve these situations? How can I help?</li> <li>4. Currently, I see that development in .....would help in your current position. Do you agree?</li> </ol>	
<b>Professional Development</b>	<b>Comments, suggestions</b>
<ol style="list-style-type: none"> <li>5. What motivates you most at work? Is your current role a good fit for your capabilities?</li> <li>6. Do you have any plans for your professional development?</li> <li>7. Given what you know about yourself or from the feedback received which competencies or skills would you most like to develop?</li> <li>8. How do you see yourself developing those competencies/skills?</li> <li>9. What specific actions are you willing and committed to take?</li> <li>10. How will you recognize the impact of the changes (measurables)?</li> <li>11. What resources would you like? How can I help?</li> </ol>	
<b>Career Aspirations</b>	<b>Comments, suggestions</b>
<ol style="list-style-type: none"> <li>12. Are there any longer-term goals/changes that you would like to achieve in this current role?</li> <li>13. What are your career aspirations or goals in the next two years? Five years?</li> <li>14. What skill development, experiences or opportunities do you believe would help you to attain those goals?</li> <li>15. What specific actions are you willing and committed to take?</li> <li>16. Is there anything that I or others could do to help support your career goals?</li> </ol>	