

COMPETENCY DEFINITION GUIDE

DEVELOPING LEADER COMPETENCIES FOR STATE OF MINNESOTA EMPLOYEES



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INTRODUCTION

PROJECT CHARTER

In order to set expectations, better identify, and develop our existing and emerging state leaders, Enterprise Talent Development and partnering Learning, Human Resources, and Diversity, Equity, Accessibility, and Inclusion (DEAI) leaders have developed an **Enterprise-Wide Leader Competency Model**. This competency model will help leaders understand on-the-job expectations so that we can better engage, develop, promote, and retain our talent at the State of Minnesota.

The Enterprise-Wide Leader Competency Model is an investment in our leaders. It offers critical support to our premier employer efforts. By establishing enterprise standards for outstanding leadership, we drive excellence in our state agency services.

EQUITY-CENTERED GUIDING STATEMENT

The Enterprise-Wide Leader Competency Model is designed to equip existing and emerging leaders with the knowledge and skills necessary to advance the State of Minnesota as an employer of choice. This is done by identifying, selecting, promoting, engaging, and retaining employees through accessible, anti-racist, and equity-centered approaches.

EQUITY-CENTERED APPROACHES:

- Acknowledge that oppressive systems exists within our own structures and the structures of our communities
- Acknowledge that oppressive systems and ideals will continue to thrive if not confronted head-on
- Acknowledge the domino effect that bigotry and exclusivity has on policy, society, and individual behavior
- Acknowledge our responsibility to dismantle oppressive systems
- Acknowledge our responsibility to prioritize barriers to diversity, equity, accessibility, and inclusion
- Acknowledge our responsibility to embrace learning opportunities



ABOUT THE LEADERSHIP LEARNING HUB

The Leadership Learning Hub is an online resource library that connects State of Minnesota employees to articles, presentations, training, and inspiration. Every resource on the site has been thoughtfully curated by enterprise teams who want to share their success with their colleagues. **The Leadership Learning Hub** encourages collaboration for leaders at every level to help meet our development, retention, inclusion, and belonging goals.

Content on **The Leadership Learning Hub** website is organized to match the **Enterprise-Wide Leader Competency Model**. As you and your teams browse the website, use this **Competency Definitions Guide** to further understanding and track skills development.

To access the site, visit mn.gov/mmb/leadership-learning-hub.

TRACKING PROGRESS WHILE DEVELOPING COMPETENCIES

As you browse leader competencies in this document and **The Leadership Learning Hub**, reflect on how well you and your teams have adapted or implemented these skills at work:

In-progress behaviors demonstrate some understanding of the leader competency.

This employee would benefit from additional training and guidance before acting on this competency independently.

Proficient behaviors demonstrate a higher understanding of the leader competency.

This employee could benefit from additional support as they act on this competency independently.

Expert behaviors demonstrate a master understanding of the leader competency.

This employee can act confidently, and even offer support to others developing this competency.



CHAPTER 1

LEADING SELF

DEVELOPING LEADER COMPETENCIES FOR STATE OF MINNESOTA EMPLOYEES



Chapter 1

Leading Self

Definition:

A commitment to personal and professional growth through self-reflection and self-improvement

Key Skills:

- Emotional intelligence
- Self-awareness
- Initiative
- Dedication
- Open-mindedness
- Decision making
- Adaptability
- Cultural Humility
- Identity
- Integrity

Understanding this Competency:

Leaders in public service are dedicated to the pursuit of knowledge and personal development to adapt to the needs of our teams and our state.

Self-awareness is a key leadership developmental process that requires reflection on one's personal and professional journey. Self-awareness allows a leader to assess their personal leadership strengths and highlight areas to grow, taking accountability for one's own actions, while also taking personal responsibility for diversity and inclusion outcomes.

Leaders who are emotionally intelligent, exhibit cultural humility, and are knowledgeable about issues of anti-racism and inequity are better equipped to foster environments where employees can equitably participate, and can better meet the needs of the communities they serve.

These leaders have an awareness of their social identities and actively learn about personal biases. They follow process to ensure these biases do not influence their decisions about others and they actively seek the perspectives of others to better inform their decisions.

Chapter 1

Leading Self

In-Progress Behavior Response

- Starting to see things from others' point of view
- Considers impact of their words or actions
- Reacts to emotional situations with curiosity
- Realizes the value of making personal connections
- Beginning to identify the value in learning and professional development for themselves
- Becoming aware of emotional triggers and is learning how to handle them
- Recognizes cultural differences but overemphasizes commonalities
- Beginning to examine their own cultural identity and how it impacts their behaviors

Proficient Behavior Response

- Acknowledges others' emotions and listens to concerns
- Displays self-awareness, compassion, and empathy
- Leans into emotional situations and addresses them calmly
- Seeks feedback from others, listens and modifies approach based on this feedback
- Encourages learning and professional development
- Reacts appropriately in volatile situations, despite being emotionally triggered
- Understands how people might perceive them in various situations and adjusts the way they respond accordingly
- Recognizes culturally different ways of making sense of and responding to cultural differences and similarities.
- Learning about the social, cultural, and historical issues that impact the workplace

Expert Behavior Response

- Aware of one's own strengths, motivations, assumptions, and development needs
- Takes personal responsibility and initiative for one's own emotions and leads by example to encourage this behavior in others
- Demonstrates insight into emotions and motivations that underlie human behavior
- Adapts behavior and interactions based on unique needs of others and influences others to do the same
- Promotes a culture of learning and professional development
- Anticipates which situations will trigger an emotional response and responds consistently in a more thoughtful manner
- Admits they are not always right in every situation and is willing to receive information and feedback from others
- Shifts their cultural perspective and adapts behavior to different cultural contexts
- Views cultural differences as valuable to a team's success

CHAPTER 2

LEADING OTHERS

DEVELOPING LEADER COMPETENCIES FOR STATE OF MINNESOTA EMPLOYEES



Chapter 2

Leading Others

Definition:

Develop interpersonal skills and influence as you work alongside your leadership partners and guide immediate teams

Key Skills:

- Talent development
- Transformational leadership
- Servant leadership
- Cultural humility
- Curiosity
- Creativity
- Change management
- Trust
- Advocacy
- Self-awareness
- Inspiration
- Motivation
- Engagement
- Conflict management and resolution
- Building relationships
- Intercultural communication
- Intersectionality
- Problem solving
- Onboarding
- Safety
- Listening
- Empathy

Understanding this Competency:

Leaders in public service build positive team environments that inspire and motivate team members to deliver results.

This competency requires the ability of a leader to foster an inclusive environment of positive well-being and a sense of belonging. This is done through establishing trusting relationships, building cohesive teams and incorporating team members' strengths and cultural values which enables the team to achieve key objectives and desired results.

Leading others requires that leaders practice responsible, timely, and appropriate decision-making. Leaders ensure decisions are made to influence and support the good work of employees while meeting the organizations rules, policies, and directives.

Leading others also requires consistent coaching and feedback that promotes individual development while removing barriers that may impede an employee's ability to grow and thrive. It requires performance management, engaging in difficult conversations at times, and leading inclusively where all employees have a voice and experience a sense of belonging. It involves being able to actively listen, amplifying the voices of others, and encouraging employees to contribute by incorporating solutions drawn by diverse viewpoints. It also consists of modeling and empowering others to manage and resolve conflict in effective ways.

Chapter 2

Leading Others

In-Progress Behavior Response

- Engages in performance management with team members, coaches, and delivers discipline, as needed
- Seeks to resolve conflict and engages in difficult conversations, as needed
- Holds team members accountable for their work product and meeting established goals
- Creates a positive work culture by Ensuring state policies are followed and enforced
- Encourages and persuades team to make positive changes in their work
- Recognizes the importance of teamwork and works towards collaboration in order to achieve goals and complete tasks
- Recognizes individuals for their talents and unique contributions
- Understands their own cultural views and how those they lead may experience the impact of those views
- Recognizes when and how individual cultural experiences influence behaviors
- Demonstrates desirable and inclusive leadership and engagement practices

Proficient Behavior Response

- Hosts career conversations, providing feedback during performance reviews and throughout the year
- Collaborates with employees to set development and improvement goals
- Seeks a cooperative solution when managing conflict
- Models and encourages accountability
- Enforces Respectful Workplace, Harassment, and Discrimination Prohibited policies
- Promotes and provides opportunities for training, development, and engagement – encouraging participation in committees, work groups, and Employee Resource Groups
- Recognizes hard work and rewards success
- Illustrates alignment between stated values and purpose
- Seeks out historically excluded groups and brings multiple voices to the table
- Builds bridges across various cultures and communication styles
- Delegates responsibilities and provides developmental opportunities in an equitable manner

Expert Behavior Response

- Initiates career conversations, providing feedback during performance reviews and throughout the year
- Coaches employees through development opportunities
- Champions conflict resolution and difficult conversations with respect
- Sets high expectations for self and others to achieve results and remain accountable
- Models and enforces Respectful Workplace, Harassment, and Discrimination Prohibited policies
- Uses a human-centered approach to decision making
- Demonstrates problem solving through consistent collaboration, and values the perspectives and experience of those involved
- Recognizes gaps/historical inequities in hiring practices and policies and develops solutions to address these issues
- Encourages team to incorporate equitable practices into their work
- Recognizes and adjusts communication styles to effectively connect across differences
- Disrupts organizational norms and patterns that perpetuate inequities

CHAPTER 3

LEADING THE ORGANIZATION

DEVELOPING LEADER COMPETENCIES FOR STATE OF MINNESOTA EMPLOYEES



Chapter 3

Leading the Organization

Definition:

Guide and set vision with a large-scale team or group of teams while maintaining accountability, transparency, and integrity

Key Skills:

- Change management
- Problem solving
- Innovation
- Strategic planning
- Strategic thinking
- Vision setting
- Fiscal management
- Trust
- Safety
- Integrity
- Influence
- Cultural humility
- Allyship
- Advocacy
- Collaboration
- Communication

Understanding this Competency:

This competency includes vision setting and supporting strategic planning for large groups while working in step with other leaders. This leader is responsible for guiding change for the organization, working collaboratively to solve problems, balancing concerns, guiding and inspiring teams toward a common vision. They listen to, appreciate, incorporate, and value diverse perspectives in all aspects of their work.

Leading the Organization

In-Progress Behavior Response

- Understands the need to create a strategy aligned with vision, with a limited ability to fully execute action
- Communicates successes to a key group but not the full organization
- Recognizes the importance of a strategic vision
- Inconsistently sees the big picture
- Learning to involve key collaborators/partners in making strategic decisions
- Understands and practices self-awareness, and is learning to apply those skills for organizational effectiveness
- Identifies problems, limited in developing solutions
- Uses limited data sources (does not seek diverse opinions) when making strategic decisions
- Exhibits a developing skillset for decision making in complex and ambiguous situations
- Is actively working towards building cultural competence when leading the organization

Proficient Behavior Response

- Is able to set a clear vision for the organization with an organized strategic roadmap
- Regularly communicates successes to the organization
- Creates a compelling case for change throughout the organization, helping others understand urgency and the need for action
- Solves problems by using reliable and relevant data (including feedback from key collaborators; including community leaders and partners), to make sound and timely decisions that meet the needs of all individuals and the organization
- Recognizes the importance of incorporating and applying a DEI framework to leadership behaviors
- Can operate within ambiguity
- Builds trust by following through on commitments and transparent communication

Expert Behavior Response

- Translates vision into strategy, provides rationale for the change, monitors results, and makes changes to plans as needed in order to achieve the vision
- Inspires the organization by celebrating successes, creating equitable opportunities, and motivating to high performance
- Demonstrates consistent commitment to continuous learning and encourages innovation in the workplace
- Consistently considers and incorporates diverse points of view both internally and externally when prioritizing initiatives and strategies
- Excels in ambiguous situations where innovative solutions are needed
- Productively challenges fixed mindsets, addresses bias, assess options, and analyzes implications to identify solutions to current and anticipated future challenges
- Effectively prioritizes projects and initiatives by aligning people and resources to meet the needs and strategies of the organization; shifts priorities as needed and utilizes other resources when necessary to ensure completion of all initiatives

CHAPTER 4

LEADING OUTSIDE THE ORGANIZATION

DEVELOPING LEADER COMPETENCIES FOR STATE OF MINNESOTA EMPLOYEES



Chapter 4

Leading Outside the Organization

Definition:

Leaving a good impression and prioritizing accountability while collaborating with partnering teams and leaders outside of your department, committee, agency, or enterprise

Key Skills:

- Building relationships
- Building coalitions
- Collaboration
- Partnership
- Political savvy
- Influence
- Negotiation
- Communication
- Cultural humility
- Inclusion
- Engagement
- Anti-racism

Understanding this Competency:

Leaders in public service are accountable to all Minnesotans and are responsible to the communities we serve. A State Leader in any capacity (e.g., head of an agency, team, committee, employee resource group, and/or an external partnership) is responsible for modeling inclusive and equitable leadership.

Leaders are expected to build trusting relationships and work collaboratively with State internal and intra-agency staff, local and tribal governments, counties, nonprofit and private sector organizations, and state/public universities to achieve common goals using diplomacy while balancing out multiple diverse interests. It is important for Leaders to keep Minnesotans informed and involved in the decisions affecting our State.

By leading through an anti-racist and equity-centered framework, leaders should have the knowledge and understanding of the historical, social, cultural, and systemic barriers that affect the capacity for all Minnesotans to thrive. Leaders must be equipped to serve all Minnesotans.

Chapter 4

Leading Outside the Organization

In-Progress Behavior Response

- Develops networks and build alliances.
- Identifies the existence of internal and external politics that impact the work of organization, agency, and enterprise
- Developing a comfort level with conducting outreach to a broad group of constituents and potential partners.
- Recognizes and value multiple perspectives
- Engages in the process of learning about and understanding the historical, social, cultural, and systemic barriers that impact the diverse communities that we serve

Proficient Behavior Response

- Perceives internal and external politics that impact the work of the organization, agency, and enterprise and explores how to navigate them effectively
- Some experience successfully building strong networks and alliances with a wide variety of people and communities
- Facilitates conversations and actions to build consensus
- Manages initiatives involving a broad range of constituents
- Assists with ensuring multiple perspectives are involved and heard
- Contemplates the value of lived experiences and experiments with ensuring it is present in the work
- Contemplates the historical, social, cultural and systemic barriers experienced by under-represented and marginalized communities in order to make informed decisions about current needs
- Demonstrates willingness to take accountability and seeks solutions or compromises
- Acts thoughtfully and responds appropriately in difficult situations

Expert Behavior Response

- Serves as a key and trusted resource to external partners
- Influences and leads initiatives toward an identified and successful outcome
- Embraces and leverages multiple perspectives as a valued approach to accomplishing goals
- Persuades and inspires others and builds consensus around actions and outcomes
- Demonstrates expertise in leveraging lived experiences effectively and successfully
- Actively engages with community prior to developing solutions or policies
- Effectively engages using practices that bridge community needs and expectations with agency needs and expectations
- Changes policies and practices to eliminate barriers that prevent people and communities from accessing, engaging with, and effectively using the services provided by the agency
- Positively promotes the work of the agency while role-modeling fairness, transparency, and accountability

CHAPTER 5

GETTING WORK DONE

DEVELOPING LEADER COMPETENCIES FOR STATE OF MINNESOTA EMPLOYEES



Chapter 5

Getting Work Done

Definition:

Completing daily tasks and following procedures with a high level of efficiency

Key Skills:

- Results
- Execution
- Project management
- Organization
- Transparency
- Teamwork
- Collaboration
- Communication
- Cultural humility
- Financial stewardship
- Continuous improvement
- Adaptability
- Agility
- Anti-racism

Understanding this Competency:

This competency involves prioritizing the daily work including projects and initiatives that align with team, agency, and/or enterprise priorities. This leader identifies action steps, plans appropriately, includes appropriate stakeholders, and adjusts resources as needed in order to achieve results using an accessible, antiracist and equity-centered framework.

This leader understands basics of functional work needed to operationalize vision and goals. They delegate authority to managers and individual contributors as appropriate and support them in carrying out planning and implementation of work processes while welcoming and appreciating leveraging cultural differences as strengths.

As leaders and public servants, we need to be efficient in managing projects and resources which includes financial stewardship, cultural humility, managing taxpayer dollars, and navigating bureaucracy.

Chapter 5

Getting Work Done

In-Progress Behavior Response

- Prioritizes projects and allocates resources appropriately
- Takes action in a timely manner for most situations
- Documents financial variances and action plans
- Recognizes how individual cultural expectations influence outcomes
- Recognizes how ableism, racism, and other inequities exist and influence outcomes

Proficient Behavior Response

- Acts proactively to avoid potential problems or issues
- Holds themselves and others accountable toward achieving optimal results
- Utilizes appropriate approaches to create plans, identify, and analyze data to measure improvement
- Engages direct reports in process improvements
- Ensures the resources are available to the right people at the right time in order to achieve goals and meet important milestones and deadlines
- Successfully directs the work of others, clarifying expectations and establishing goals
- Recognizes and appropriately responds to bias in themselves and others
- Actively seeks out feedback from subject matter experts and peers towards making their work more accessible, founded on equity and work towards antiracism

Expert Behavior Response

- Sets high expectations for self and others, pushing the teams they lead to work toward established goals and achieve results
- Reliably makes sound decisions based on appropriate data
- Always models integrity by behaving ethically, sharing information, meeting deadlines, and honoring commitments
- Consistently acknowledges and identifies project challenges, modifies or adjusts course in order to meet objectives
- Reliably evaluates projects and processes to identify inefficient work in order to remove obstacles
- Consistently evaluates projects and processes using an equity lens
- Sets high expectations for self and others in calling out racism, ableism and other inequities, and holding self and others accountable to using an equity lens at the foundation of everyday work

WORK GROUPS

Developing the **Enterprise-Wide Leader Competency Model** has been an extremely collaborative effort between multiple teams and partnerships. To get to know the project work groups better, or for support understanding definitions, you can connect with the following individuals and teams:

LEADING SELF

Jeff Dusick
Kathie Kosharek
Deb Gramza
Balinda Bailey
Kim Eversman

LEADING OTHERS

Jeff Dusick
Chad Thuet
Landyn Prescott-Miles
Jerad Green

LEADING THE ORGANIZATION

Jeff Dusick
Michelle Thom
Ann Feaman
Joy Kluttz-Horton

LEADING OUTSIDE THE ORGANIZATION

Jeff Dusick
Emily Johnson
Tammy Funk
Amanda Shelton
Gina Kundan

GETTING WORK DONE

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LEADING WITH DEAI

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THE LEADERSHIP LEARNING HUB WEBSITE

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