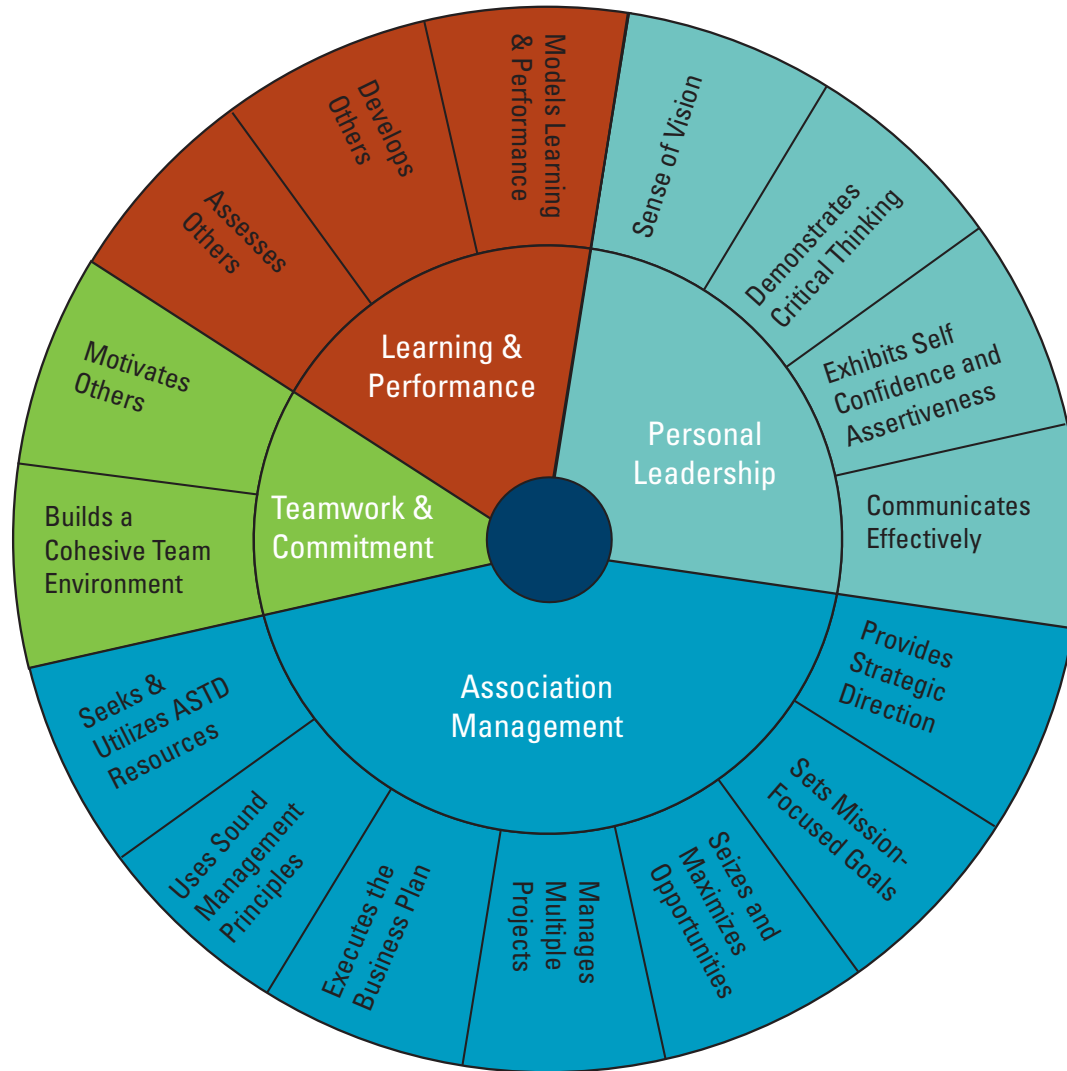
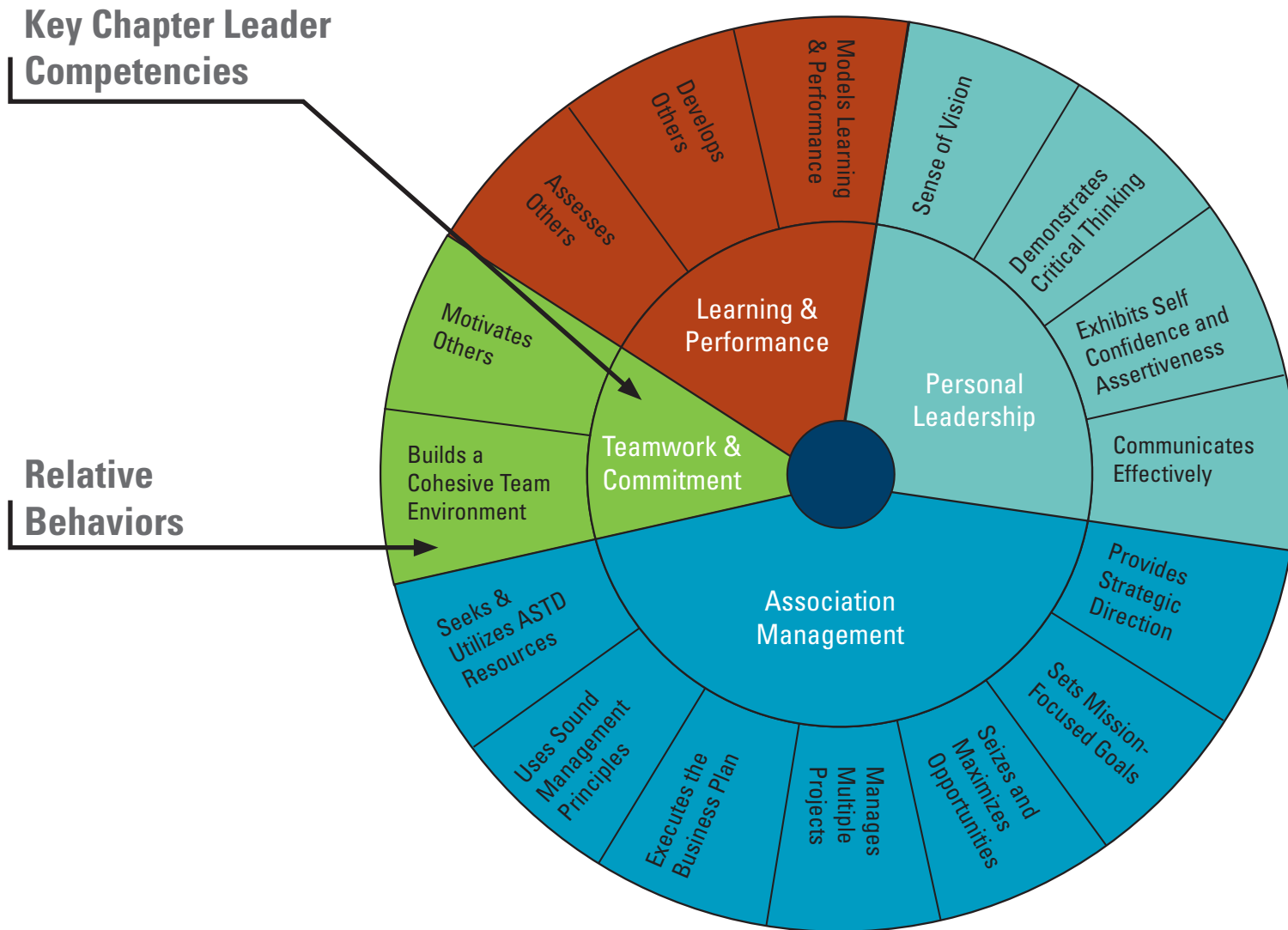


# Chapter Leader Competency Model



# How to Use the Competency Model



# How to Use the Competency Model

## Personal Leadership

### POSSESSES A STRONG SENSE OF VISION

#### Related effective behaviors:

- VISION:** Articulates a clear vision for the chapter
- RESPONSIBLE:** Takes ownership and responsibility for the performance of the chapter
- CONTINUITY:** Ensures continuity and long-term viability
- ENTHUSIASTIC:** Exhibits enthusiasm and commitment for the mission

### DEMONSTRATES CRITICAL THINKING

#### Related effective behaviors:

- OBSERVANT:** Identifies and reflects upon underlying patterns in complex situations
- ANALYTICAL:** Analyzes and addresses root causes of problems
- EMPIRICAL:** Makes decisions based on analysis of available information
- RESULT-ORIENTED:** Designs solutions to produce a desired result

### EXHIBITS SELF CONFIDENCE AND ASSERTIVENESS

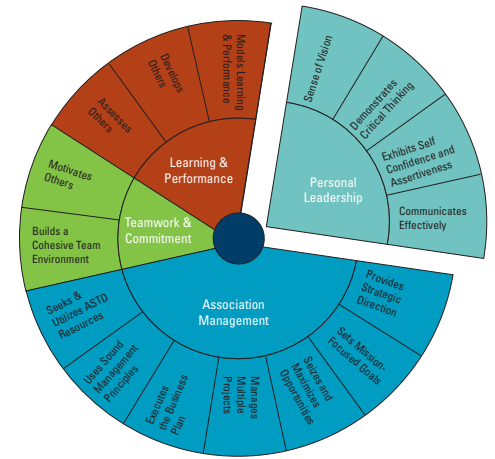
#### Related effective behaviors:

- SELF-ASSURED:** Trusts and acts on own abilities and intuitions
- INSPIRING:** Inspires others to have trust and confidence in the leader
- SELF-AWARE:** Recognizes personal strengths and limitations
- FOCUS:** Leads with focus and commitment
- COMPOSED:** Manages competing tasks and demands by maintaining composure and handling pressure

### COMMUNICATES EFFECTIVELY

#### Related effective behaviors:

- CLEAR:** Expresses ideas clearly both orally and in writing
- ENGAGING:** Engages others through a variety of interpersonal communication skills
- OPEN:** Shares information freely and appropriately
- LISTENER:** Uses active listening skills to encourage two-way communication



# How to Use the Competency Model

## Association Management

### PROVIDES STRATEGIC DIRECTION

#### Related effective behaviors:

**PLANS:** Utilizes a strategic planning system

to improve operations and resolve ambiguities

**COMMUNICATIONS:** Ensures that a variety of effective communication processes are used to clarify understanding and reduce confusion

**GOVERNANCE:** Develops, improves, and implements formal policies

**RECRUITS:** Recruits leaders and manages transitions between incoming and outgoing board members

**PRUDENCE:** Exercises due care and diligence to minimize fiduciary and legal risks and liabilities to the chapter

**INVOLVEMENT:** Develops strategies to broaden and promote membership engagement opportunities

### SETS MISSION-FOCUSED GOALS

#### Related effective behaviors:

**MEASURES:** Develops metrics to quantify results and improves practices

**ALIGNED:** Aligns chapter objectives with vision and mission of national ASTD

**TARGETS:** Develops specific timetables with milestones for the accomplishment of major activities

**STANDARDS:** Sets high standards for self and others

**BUDGETS:** Utilizes sound financial planning practices

### SEIZES AND MAXIMIZES OPPORTUNITIES

#### Related effective behaviors:

**SYSTEMS THINKING:** Makes decisions in response to awareness of behavior patterns, responsible relationships, and events

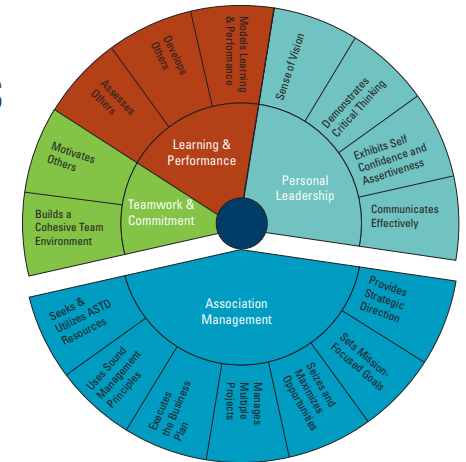
**DIVERSE:** Identifies and uses diverse volunteer resources

**INTERORGANIZATIONAL:** Promotes collaboration with potential partner organizations by initiating contacts with key decision makers and establishing strategic organizational relationships

**ASTD RESOURCES:** Utilizes local and national ASTD resources

**GROWTH:** Seeks opportunities for chapter growth

**PROMOTES:** Promotes visibility of the chapter and chapter leaders



# How to Use the Competency Model

## Association Management, Cont.

### MANAGES MULTIPLE PROJECTS

#### Related effective behaviors:

**PROJECT:** Identifies requirements and establishes clear and achievable objectives to meet those requirements

**BALANCE:** Balances the competing demands for quality, scope, time, and cost

**CUSTOMIZES:** Adapts the specifications, plans, and approach to the different concerns and expectations of the various stakeholders

**EFFICIENT:** Minimizes a duplication of efforts through role clarity and delegation

### EXECUTES THE BUSINESS PLAN

#### Related effective behaviors:

**TIME:** Invests time and effort to get the job done

**MULTI-TASK:** Prioritizes and manages multiple tasks efficiently and effectively

**DELEGATES:** Delegates well-defined and limited tasks

### DEMONSTRATES SOUND MANAGEMENT PRINCIPLES

#### Related effective behaviors:

**LEADS:** Uses leadership authority to set performance expectations, identify consequences, and reinforce accountability

**ETHICAL:** Promotes and holds others accountable for high ethical standards

**CAPACITY:** Builds capacity and allocates resources to ensure sound chapter growth

**LEGAL:** Understands legal requirements for nonprofit organizations

**CORE:** Ensures compliance with Chapter Operating Requirements (CORE)

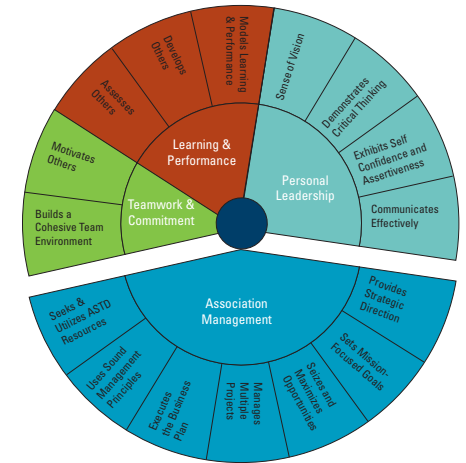
### SEEKS AND UTILIZES ASTD RESOURCES

#### Related effective behaviors:

**ADVOCATES:** Knows and advocates the purpose and benefits of local and national ASTD

**ORIENTS:** Helps volunteers to become aware of ASTD resources

**ASSOCIATION AWARENESS:** Bases chapter plans on accurate knowledge of national and regional objectives



# How to Use the Competency Model

## Teamwork and Commitment

### BUILDS A COHESIVE TEAM ENVIRONMENT

#### Related effective behaviors:

**RELATES:** Understands interpersonal styles and implications of actions and situations

**CONSTITUENCIES:** Understands the professional and social needs of different constituencies within the chapter

**LEADER-RAPPORT:** Maintains frequent and consistent contact with board members, committee chairpersons, and other chapter members

### MOTIVATES OTHERS

#### Related effective behaviors:

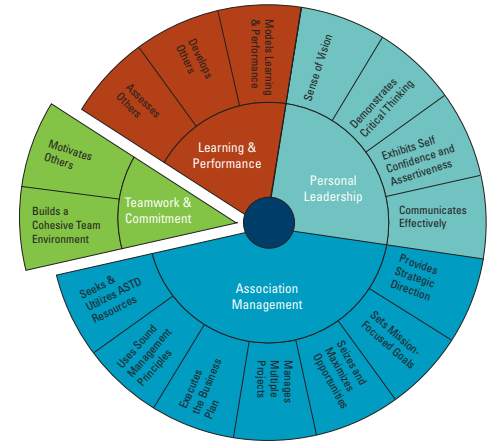
**SHARES:** Shares power

**AFFILIATION:** Creates a climate in which volunteers feel a strong identification with their tasks and performance

**INCENTS:** Incorporates appropriate incentives to energize volunteers

**REWARDS:** Provides individually meaningful rewards and recognition for volunteers

**RECOGNITION:** Publicly and privately recognizes the specific accomplishments and contributions of others



# How to Use the Competency Model

## Workplace Learning and Performance (WLP) Awareness

### ASSESSES OTHERS

#### Related effective behaviors:

**UNDERSTANDING:** Understands the styles, skills, strengths, and limitations of others

**MATCHES:** Matches individual's skills appropriately to the task requirements

**CAPABILITIES:** Identifies diverse individual capabilities

### DEVELOPS OTHERS

#### Related effective behaviors:

**STRENGTHS:** Encourages others to maximize their strengths and recognize their capabilities

**AVAILABLE:** Makes oneself available as a resource to volunteers

**DEVELOPS:** Plans and implements development and growth opportunities for volunteers

**COACHES:** Provides tactful coaching and performance feedback

### MODELS WORKPLACE LEARNING AND PERFORMANCE PRACTICES

#### Related effective behaviors:

**COMPETENT:** Uses the ASTD Competency Model to identify and improve the board member's foundation skills, focus of expertise, and role execution

**PROFESSIONAL:** Promotes Certified Professional in Learning and Performance (CPLP)

**CERTIFICATION:** Aligns learning opportunities with CPLP

