



Leader Agility **360**
Know. Flex. Do.

Confidential Multi-Rater Feedback Report for

Everyperson Sample

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Introduction

Knowing, flexing, and doing drive effectiveness. You have to "know" your current behavior and the desired behavior before you can implement adjustments. Being able to "flex" your range of behaviors enhances your effectiveness when you "do" what is required to lead in your context. Leader Agility 360 provides you with data for "knowing", suggestions for flexing, and an action plan to implement the most important "to do" to increase your effectiveness.

Your Leader Agility 360 Report provides you with essential insights on the (a) frequency, (b) importance, and (c) effectiveness of behaviors that make up the eight dimensions of leader agility. Your report gives you action tips to increase your performance. The sections of this report are as follows:

- Section 1: What the numbers and graphs mean
- Section 2: The characteristics of your raters
- Section 3: Aggregate summary (The "BIG Picture")
- Section 4: Matrix of Effectiveness, Frequency, and Importance
- Section 5: Blind spots — self rater higher than all others average
- Section 6: Hidden strengths — self rated lower than all others average
- Section 7: Learning from Experience
- Section 8: Adaptability and Flexibility
- Section 9: Self-management
- Section 10: Communication
- Section 11: Decisiveness
- Section 12: Utilizing Expertise
- Section 13: Relationship Building and Development
- Section 14: Managing Complexity and Change
- Section 15: Written comments on each dimension
- Section 16: Action Tips
- Section 17: Your Effectiveness Plan

Agile leaders access and quickly demonstrate the eight dimensions to effectively produce results. Engendering the commitment of those around them, agile leaders use the eight dimensions to fulfill the vision of the organization, department, or unit they have the privilege to lead.

Section 1: What the Numbers Mean

You and your raters selected three scores on sixty- four behaviors. Using a 1 to 5 scale with 1 indicating infrequent, ineffective, or unimportant and 5 indicating frequent, effective, and mission critical, all raters evaluated the behavior as experienced by them.

The three rating scales are based on the ways to evaluate behavior:

Frequency of Demonstrated Behaviors - Raters are asked to base their ratings on the following criteria:

1	2	3	4	5
Not at all	Seldom or to a little extent	Sometimes or to some extent	Usually or to a great extent	Always or to a very great extent

Effectiveness - Finally, raters are asked the degree to which the demonstrated behavior is a **strength** or **barrier** to effectiveness. A strength is to be enjoyed and seen as an asset. A barrier to effectiveness is to be explored. The "neutral" score of 3 is used to indicate that it is neither a useful nor harmful behavior from the perspective of your raters.

1	2	3	4	5
A definite barrier; needs development	A barrier at times; consider development	Neutral	Usually effectively expressed	Definite strength and effectively used

Importance - Given the ratings of frequency of demonstrated behavior, how important is the behavior to your success:

1	2	3	4	5
Not important	Not critical to success but occasionally useful	Important	Very important to success	Essential...failure to demonstrate would create problems

Section 1: What the Numbers Mean

With exception to you and your boss' ratings, all other data are provided anonymously. Scores are averaged with each rater group for each item and each scale. Your data are presented in the following form:

Numerical: either an absolute number (e.g. 3, 4) in the case of self and boss ratings, or averages (e.g. 3.14, 3.69, 4.11, etc.) in the case of each of your rater groups-peers, direct reports, and others. This allows for a quick comparison across rater groups.

For example:

Leadership Agility Dimensions	Boss	Peers	Direct Reports	Other	Self
Learning from Experience	5	3.4	4.1	4.0	3

Guidelines

Keep these guidelines in mind when analyzing the data. The relative application of these rules depend on your situation and context. It is highly unlikely that each and every behavior will neatly fall into distinctive categories of importance, effectiveness, and frequency. Ultimately only you can judge just how important these perceptions are and how to flex your behavior in ways to increase effectiveness as the data trends would suggest.

1. An important behavior that is ineffective needs immediate attention, especially if frequently demonstrated.
2. An important behavior that is effective but infrequent needs a plan to increase its expression.
3. An important behavior that is effective and frequently displayed is a strength which may be overplayed needs a plan to monitor its impact.
4. An unimportant behavior that is ineffective and frequently displayed can create noise and prevent others from clearly seeing your strengths.
5. An unimportant behavior that is effective and infrequently demonstrated reflects a potential that needs to be appropriately employed.
6. An unimportant behavior that is ineffective and infrequent needs to be identified and monitored.

You are encouraged to use the planning guide in Section 17 to identify behaviors that need attention.

Special symbols on the summary page

An asterisk (*) beside a score means that there was a three point spread in that rater group, which is made up of combinations of 1,4; 1,5; 2,5. Notice if there is a pattern among your rater groups or kind of item which would suggest an important trend of perceived differences in demonstrated behavior.

If an exclamation point (!) is next to a score, you are being alerted to a potential overuse. Raters were asked to identify if the behavior may be overused. If two raters so indicated, the symbol is identified.

Agility Dimensions

Leader Agility Dimensions	Definitions
Learning from Experience	Individual uses various learning strategies to extract from experience best practices, guiding principles, or practical action plans. The desire to learn how his or her behavior affects others and systems is fundamental to a learning perspective. All experience is viewed as information from which learning can occur.
Adaptability and Flexibility	Being psychologically adaptable means that the individual has a range of behaviors from which to select when responding to a situation. A "flexible" individual does not become distressed with sudden change or surprises — in fact, he or she expects them. Being open and responsive to individuals and situations is basic to this quality.
Self Management	Regulating impulses and consciously directing energy into productive and creative activities are key to this quality. Understanding that emotional hijacking and flow are two sides of the same "coin" that are useful by the degree of self-regulation. Managing a range of responses rather than simply being reactive is critical to this competency.
Communication	Effective oral and written communication are central to this quality. Understanding others before seeking to be understood is a typical element of this perspective. Demonstrating a recognition that the meaning of the message resides in the receiver is central to this competency.
Utilizing Expertise	Using personal and team member expertise to solve problems is basic to this quality. While it is understood that most leaders gain only a fraction of expertise in a given industry, they know how to leverage their expertise and the expertise of those around them.
Decisiveness	Making and implementing decisions are basic dimensions of this competency. Individuals who are decisive analyze options, then select priorities in a context of goals and values, and select what is believed to be the best course of action. Decisive individuals know which decision strategy to use given the capabilities of those on whom implementation depends (eg: leader decision, leader-group decision, group decision).
Relationship Building/Maintenance	Understanding that relationships require different kinds of attention and varying strategies to strengthen is basic to this competency. The key to this competency is to build networks and maintain these over time. Fostering teamwork is essential.
Managing Complexity and Change	Leaders operate within multiple systems. Knowing that there are always unintended consequences is as important as dealing effectively with ambiguity. Working consciously within the paradoxes of organizational life and clarifying vision/purpose in the midst of uncertainty are hallmarks of this competency. Creatively leads change.

Section 2: The Characteristics of Your Raters

As you review your report, keep in mind the perspective of your raters. Those who work with you on a daily basis are likely to see behaviors differently from those who only interact with you on an occasional basis. This does not mean the perceptions are less or more valuable; you are encouraged to recognize a likely difference in how they experience your behavior.

If you have a rater group which indicates infrequent contact, then expect their scores to be somewhat lower. This means teasing out the trends requires attention and study.

Total Number of Respondents: 10

Rater Category	Number	Contact
Boss	1	4
Superior	2	4
Peers	3	2.33
Direct Reports	3	4.67
Others	1	2

Note: Contact range is:

- 1 = interact rarely
- 2 = interact infrequently
- 3 = interact monthly
- 4 = interact weekly
- 5 = interact daily

Please be advised that there is only one rater in either the Peer, Direct Report and Others categories. To guarantee rater anonymity, we have excluded this score from the report.

Section 3: Aggregate Summary

Summary of Competency Importance

Raters were asked to rate the *relative importance* of each leadership competency that is essential to your work.

Average ratings are provided.

Leader Agility Dimensions		Boss	Superior	Peers	Direct Reports	Other	Self
Learning from Experience	Frequency	2.88	3.25	3.67 *	3.92 *	0	4
	Effectiveness	2.88	2.81 *	2.83	3.5	0	3.13
	Importance	3.5	2.94	3.08 *	3.67 *	0	3.63
Adaptability and Flexibility	Frequency	3.5	3.94	3.54	3.71 *	0	3.63
	Effectiveness	4	3.13	3.38	3.29	0	3.13
	Importance	2.75	3.31 *	3.21	3.58 *	0	3.63
Self-Management	Frequency	3.88	3.56	3.54	3.92 *	0	3.38
	Effectiveness	3.5	3	3.25 *	3.75	0	3
	Importance	2.38	3.25	3.12	3.54 *	0	3.88
Communication	Frequency	3.75	3.56	3.83	3.88	0	3.5
	Effectiveness	3.75	3.13	3.29	2.96 *	0	2.63
	Importance	3.5	3.25	3.29 *	3.59 *	0	3.5
Utilizing Expertise	Frequency	3.5	3.75	3.92	4.08 *	0	3.88
	Effectiveness	3.13	3.06	3.29	3.34 *	0	3.25
	Importance	3.63	3.13	3.33	3.71 *	0	3.25
Decisiveness	Frequency	3.75	3.81	3.63 *	3.96 *	0	3.63
	Effectiveness	3.13	2.94	3.38	3.38 *	0	2.75
	Importance	3.25	3.06	3.33	3.54 *	0	3.13
Relationship Building/Maintenance	Frequency	4	3.94	3.5	3.79	0	3.75
	Effectiveness	3.38	3.25 *	3.5	3.42 *	0	3.38
	Importance	3.63	3	3.13	3.63 *	0	3.13
Managing Complexity & Change	Frequency	3.75	4.19	3.54 *	4.17	0	3.75
	Effectiveness	3.75	3.56	3.33	3.46 *	0	3.38
	Importance	3.63	3.44	3.25	3.79	0	3.25

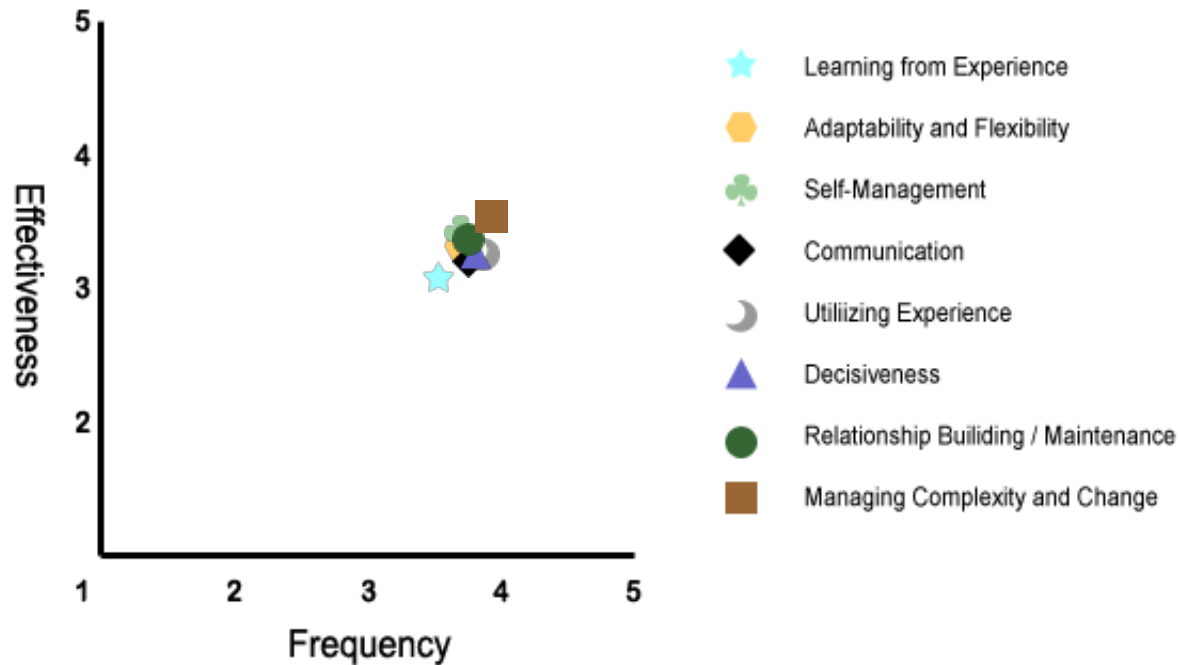
Note:

(*) indicates a three point spread within the rater group

(!) indicates some raters feel the behaviors may be overused.

Section 4: Matrix of Effectiveness, Frequency, and Importance

To identify areas of focus for your development, your scales have been plotted on the following grid. The average of all raters (without your scores) for each of the eight dimensions in terms of the frequency and the effectiveness are plotted below. Scales which also received an average score of 4.25 for importance are in **red**.



Comments

The following comments are provided as suggestions. For a comment to be listed, your raters indicated that the Leader Agility dimension was important at a 4.25 or higher. Given your raters responses, the areas of consideration should be:

Your raters did not score the importance of any dimension at or above 4.25. Therefore, there are no suggested comments at this time.

Section 5: Blind Spots — Self Rater Higher

Blind spots are defined as rater scores that are at least .75 lower than your self-ratings. Listed below are the top ten items in order of greatest difference. In general, these blind spots merit getting additional feedback. No distinctions are made as to rated importance of the behavior.

(!) indicates that the behavior was identified as potential overuse.

Frequency of Behavior

Boss

1. Shows an awareness of multiple options and long term possibilities
2. Makes decisions based on analysis, expertise, and seasoned judgment
3. Shows effective listening skills
4. Learns by talking and working with others
5. Applies well-defined criteria for evaluating mission critical competencies
6. Open to revising understanding about people and situations
7. Identifies accountabilities & responsibilities
8. Makes associations between experiences to enhance understanding
9. Enjoys learning from unfamiliar and novel tasks
10. Learns by following specific steps and procedures

Superior

1. Enjoys learning from unfamiliar and novel tasks
2. Shows an awareness of multiple options and long term possibilities
3. Creates a context for constructive discussions, especially during conflict
4. Provides project details and action oriented direction
5. Uses innovative solutions to challenging situations
6. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)
7. Learns by talking and working with others
8. Identifies "gaps" and deficiencies in expertise in self and others
9. Shares a personal perspective of a situation
10. Learns by following specific steps and procedures

Effectiveness of Behavior

Boss

1. Learns by taking risks through trial and error
2. Shows effective listening skills
3. Delegates appropriately based on established and proven expertise
4. Identifies "gaps" and deficiencies in expertise in self and others
5. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
6. Creates a context for constructive discussions, especially during conflict
7. Actions are congruent with stated values
8. Deploys expertise in a timely, focused way
9. Seen as a "down to earth" individual
10. Displays openness and tolerance of differences

Superior

1. Displays openness and tolerance of differences
2. Delegates appropriately based on established and proven expertise
3. Shows effective listening skills
4. Learns by taking risks through trial and error
5. Uses practical tactics to manage stress
6. Seeks to create an exact and precise understanding of goals when working with others
7. Is direct and straightforward when disagreeing with others
8. Critically questions decision criteria
9. Creates a context for constructive discussions, especially during conflict
10. Identifies sequential stages for taking action in situations

Peers

Peers

1. Acknowledges others' emotions and paraphrases to facilitate rapport with others
2. Learns by talking and working with others
3. Sees and uses leverage points in the organization to facilitate effective change
4. Creates a context for constructive discussions, especially during conflict
5. Displays openness and tolerance of differences
6. Learns by taking risks through trial and error
7. Shows an awareness of multiple options and long term possibilities
8. Uses innovative solutions to challenging situations
1. Displays openness and tolerance of differences
2. Learns by taking risks through trial and error
3. Shows effective listening skills
4. Seeks multiple perspectives
5. Enjoys learning from unfamiliar and novel tasks
6. Identifies "gaps" and deficiencies in expertise in self and others
7. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
8. Deploys expertise in a timely, focused way
9. Seen as a "down to earth" individual
10. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)

Direct Reports

1. Learns by talking and working with others
2. Shows an awareness of multiple options and long term possibilities
3. Seeks to create an exact and precise understanding of goals when working with others
4. Uses innovative solutions to challenging situations
5. Compassionate in managing discontent during change

Direct Reports

1. Shows effective listening skills
2. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
3. Analyzes complex situations, looking for multiple elements and interdependent factors to understand what is going on
4. Delegates appropriately based on established and proven expertise
5. Shows an awareness of multiple options and long term possibilities
6. Deploys expertise in a timely, focused way
7. Compassionate in managing discontent during change
8. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)
9. Displays openness and tolerance of differences
10. Uses practical tactics to manage stress

Section 6: Hidden Strengths — Self Rated Lower

Hidden strengths are defined as rater scores that are at least .75 higher than your self-ratings. Listed below are the top ten items in order of greatest difference. In general, these hidden strengths are a potential source of influence. No distinctions are made in regards to rated importance.

(!) indicates that the behavior was identified as potential overuse.

Frequency of Behavior

Boss

1. Builds processes and procedures with an action-oriented mindset
2. Usually knows who, what, and when on projects or in situations
3. Uses precise language when sharing ideas or analyzing situations
4. Actively solicits feedback from others to strengthen mutual understanding
5. Evaluates options related to the "mission" of the organization or unit
6. Considers a range of logical choices before acting
7. Actions are congruent with stated values
8. Actively uses multiple methods to verify information
9. Demonstrates an achievement and results-oriented approach
10. Sees and uses leverage points in the organization to facilitate effective change

Superior

1. Actively uses multiple methods to verify information !
2. Builds processes and procedures with an action-oriented mindset
3. Delays impulses for long-term gains
4. Usually knows who, what, and when on projects or in situations
5. Considers a range of logical choices before acting !
6. Provides hands-on and pragmatic support to strengthen relationships
7. Uses logical frameworks that accommodate new information
8. Actively solicits feedback from others to strengthen mutual understanding

Effectiveness of Behavior

Boss

1. Uses logical frameworks that accommodate new information
2. Usually knows who, what, and when on projects or in situations
3. Uses metaphors and analogies when communicating
4. Acknowledges others' emotions and paraphrases to facilitate rapport with others
5. Works to clarify relationship roles and boundaries
6. Actively solicits feedback from others to strengthen mutual understanding
7. Encourages teaming as a way to use expertise
8. Evaluates options related to the "mission" of the organization or unit
9. Shares a personal perspective of a situation
10. Develops personal mastery of essential skills, while compensating for weaknesses

Superior

1. Uses logical frameworks that accommodate new information
2. Demonstrates effective "debating" skills
3. Has a strategic view of decision outcomes
4. Evaluates options related to the "mission" of the organization or unit
5. Acknowledges others' emotions and paraphrases to facilitate rapport with others
6. Provides hands-on and pragmatic support to strengthen relationships
7. Generates multiple options
8. Shares a personal perspective of a situation
9. Usually knows who, what, and when on projects or in situations
10. Uses innovative solutions to challenging

9. Identifies sequential stages for taking action in situations
10. Encourages teaming as a way to use expertise

Peers

1. Usually knows who, what, and when on projects or in situations
2. Delays impulses for long-term gains
3. Actively uses multiple methods to verify information
4. Evaluates options related to the "mission" of the organization or unit
5. Demonstrates an achievement and results-oriented approach
6. Makes associations between experiences to enhance understanding

Direct Reports

1. Delays impulses for long-term gains
2. Builds processes and procedures with an action-oriented mindset
3. Actively uses multiple methods to verify information
4. Learns by taking risks through trial and error
5. Is direct and straightforward when disagreeing with others
6. Identifies sequential stages for taking action in situations
7. Critically questions decision criteria
8. Shifts gears easily, seems comfortable with uncertainty and ambiguity
9. Usually knows who, what, and when on projects or in situations
10. Uses logical frameworks that accommodate new information

situations

Peers

1. Uses logical frameworks that accommodate new information
2. Makes associations between experiences to enhance understanding
3. Open to revising understanding about people and situations
4. Uses metaphors and analogies when communicating
5. Evaluates options related to the "mission" of the organization or unit
6. Acknowledges others' emotions and paraphrases to facilitate rapport with others
7. Uses innovative solutions to challenging situations
8. Actively uses multiple methods to verify information
9. Provides hands-on and pragmatic support to strengthen relationships
10. Learns by thinking things through before taking action

Direct Reports

1. Delays impulses for long-term gains
2. Uses logical frameworks that accommodate new information
3. Demonstrates effective "debating" skills
4. Makes associations between experiences to enhance understanding
5. Uses innovative solutions to challenging situations
6. Learns by thinking things through before taking action
7. Evaluates options related to the "mission" of the organization or unit
8. Provides hands-on and pragmatic support to strengthen relationships
9. Has a strategic view of decision outcomes
10. Encourages teaming as a way to use expertise

Section 7: Learning from Experience

Learning from Experience	Individual uses various learning strategies to extract from experience best practices, guiding principles, or practical action plans. The desire to learn how his or her behavior affects others and systems is fundamental to a learning perspective. All experience is viewed as information from which learning can occur.
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Asks tough questions when analyzing situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.33	3.67		4
Effectiveness	4	2.5	2.33	3.67		3
Importance	4	4	3	3.67		5

Learns by talking and working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.33		5
Effectiveness	3	2.5	2.33	3		3
Importance	3	3	2.33	3		4

Learns by taking risks through trial and error	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	2	4.67		3
Effectiveness	2	2.5 *	2	3.67		4
Importance	2	3	2.67	4.67		4

Makes associations between experiences to enhance understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	1	3	4	3 *		3
Effectiveness	1	3	4	4		2
Importance	2	3	3.33 *	3.33		3

Learns by following specific steps and procedures	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4.33	4		4
Effectiveness	2	3	3	3		3
Importance	4	2.5	3.33	4.33		2

Enjoys learning from unfamiliar and novel tasks	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.33	4.33		5
Effectiveness	3	3	2.33	4		4
Importance	5	3	2.67	3.67		5

Learns by thinking things through before taking action	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.33		4
Effectiveness	4	2.5	3.67	3.67		2
Importance	5	2	3.33	3.67 *		3

Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4		4
Effectiveness	4	3.5	3	3		4
Importance	3	3	4	3		3

Section 8: Adaptability and Flexibility

Adaptability and Flexibility	Being psychologically adaptable means that the individual has a range of behaviors from which to select when responding to a situation. A "flexible" individual does not become distressed with sudden change or surprises — in fact, he or she expects them. Being open and responsive to individuals and situations is basic to this quality.
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Considers a range of logical choices before acting	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5 !	3.33	3		3
Effectiveness	4	4 !	2.67	3		3
Importance	2	3 !	3.33	3		5

Connects with individuals regardless of status or position	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.33	3.33		4
Effectiveness	4	3	3.33	2.67		3
Importance	1	3	3	2.67		5

Actively uses multiple methods to verify information	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4.5 !	3.33	4 *		2
Effectiveness	4	2.5 !	3.67	3.33		2
Importance	2	3.5 !	3	4 *		3

Seeks multiple perspectives	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.67 *		4
Effectiveness	4	4	3.33	4		5
Importance	3	4	3	3.67		5

Open to revising understanding about people and situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	4	4		4
Effectiveness	4	2.5	4	3		2
Importance	3	2.5	3.33	3.67		3

Shows an awareness of multiple options and long term possibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4	3.33		5
Effectiveness	4	3	3.33	2.67		4
Importance	3	3	3.33	3.33 *		3

Uses logical frameworks that accommodate new information	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4		3
Effectiveness	5	3.5	3.67	3.67		1
Importance	4	3.5 *	3	4.33		2

Displays openness and tolerance of differences	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3	4.33		4
Effectiveness	3	2.5	3	4		5
Importance	4	4	3.67	4		3

Section 9: Self-Management

Self-management	Regulating impulses and consciously directing energy into productive and creative activities are key to this quality. Understanding that emotional hijacking and flow are two sides of the same "coin" that are useful by the degree of self-regulation. Managing a range of responses rather than simply being reactive is critical to this competency.
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Demonstrates an achievement and results-oriented approach	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4	3.67 *		3
Effectiveness	4	3	3.67	3		3
Importance	3	3	3	3.33 *		4

Acts on cues from others regarding their needs and reactions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3.33	4		4
Effectiveness	3	4	3	4		3
Importance	2	4	3.33	3.67		4

Seen as a "down to earth" individual	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	3.67	4		3
Effectiveness	2	3	2.67	4.33		4
Importance	1	4	2.67	3.67		3

Uses innovative solutions to challenging situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	3.67 *		5
Effectiveness	4	3	3.67 *	4		2
Importance	2	3	3.33	4		4

Uses practical tactics to manage stress	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	2	3	4		3
Effectiveness	5	2.5	3.33	3		4
Importance	2	3	3.33	3		4

Delays impulses for long-term gains	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.67	4.67		2
Effectiveness	4	2.5	3.33	5		2
Importance	3	3	3.33	4.67		5

Develops personal mastery of essential skills, while compensating for weaknesses	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	4		4
Effectiveness	4	3	3.33	3.33		2
Importance	3	3	3.33	3		3

Actions are congruent with stated values	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3	3.33		3
Effectiveness	2	3	3	3.33		4
Importance	3	3	2.67	3		4

Section 10: Communication

Communication	Effective oral and written communication are central to this quality. Understanding others before seeking to be understood is a typical element of this perspective. Demonstrating a recognition that the meaning of the message resides in the receiver is central to this competency.
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Demonstrates effective "debating" skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.67		4
Effectiveness	2	3.5	2.33	3.33		1
Importance	3	3	3.33	3		3

Shows effective listening skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.33	3.67		4
Effectiveness	3	3	3.33	2.33		5
Importance	2	3	3 *	2.67		5

Shares concrete illustrations to make a point	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.33	3		3
Effectiveness	4	3	3.67	4		3
Importance	3	3.5	3.67	3.33 *		2

Uses metaphors and analogies when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4 !	4	4.33		4
Effectiveness	5	2.5 !	3.67	3		2
Importance	4	3 !	4 *	3.67		4

Usually knows who, what, and when on projects or in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4	3		2
Effectiveness	5	3.5	2.33	1.67		2
Importance	5	3	3.33	2.67		3

Expresses a future-oriented or scenario based approach when communicating with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.33		4
Effectiveness	4	3	4	3.33 *		3
Importance	4	3.5	3.33	4.67		5

Uses precise language when sharing ideas or analyzing situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67	4		3
Effectiveness	3	3	3.67	3 *		3
Importance	4	3.5	2.67	4.67		3

Shares a personal perspective of a situation	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.33	4		4
Effectiveness	4	3.5	3.33	3		2
Importance	3	3.5	3	4		3

Section 11: Utilizing Expertise

Utilizing Expertise	Using personal and team member expertise to solve problems is basic to this quality. While it is understood that most leaders gain only a fraction of expertise in a given industry, they know how to leverage their expertise and that of around them.
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Applies well-defined criteria for evaluating mission critical competencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	4.33	3.67		4
Effectiveness	4	2.5	3.33	3.67 *		3
Importance	3	2.5	3.67	3.67 *		5

Encourages teaming as a way to use expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4 *		3
Effectiveness	4	3	3	3.33		2
Importance	3	3	3.33	3.33		2

Deploys expertise in a timely, focused way	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	4		4
Effectiveness	2	3.5	2.67	2.67		4
Importance	4	3.5	3.67	3		3

Identifies innovative ways to use talents of others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.67	4.33		4
Effectiveness	3	4	3.33	3.67		3
Importance	5	3.5	2.67	4.33		3

Delegates appropriately based on established and proven expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.67	3.33		4
Effectiveness	2	2	4.33	2.67		4
Importance	5	2.5	3.33	3		3

Anticipates need for future expertise on a project	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.67	4.67		4
Effectiveness	4	2.5	3.33	2.67		3
Importance	3	3	3.33	3.33		3

Identifies "gaps" and deficiencies in expertise in self and others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67	4.33		4
Effectiveness	2	3	2.67	4.33		4
Importance	3	3	3.33	4.33		4

Works to build a team made up of individuals with different talents	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4.5	4.33	4.33		4
Effectiveness	4	4	3.67	3.67 *		3
Importance	3	4	3.33	4.67		3

Section 12: Decisiveness

Decisiveness	Making and implementing decisions are basic dimensions of this competency. Individuals who are decisive analyze options, then select priorities in a context of goals and values, and select what is believed to be the best course of action. Decisive individuals know which decision strategy to use given the capabilities of those on whom implementation depends (eg: leader decision, leader-group decision, group decision).
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Makes decisions based on analysis, expertise, and seasoned judgment	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.67	4		4
Effectiveness	4	3	3.67	3		3
Importance	3	3	3.33	3.67		4

Fosters commitment to decisions made	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.33 *		4
Effectiveness	3	2.5	3.67	3.33		3
Importance	3	3	3.33	3.33		2

Provides project details and action oriented direction	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2.5	3.33 *	3.67		4
Effectiveness	4	2.5	3.67	4		3
Importance	3	2.5	3.67	3.67 *		5

Generates multiple options	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3.33	4.33		4
Effectiveness	4	4.5	3.33	2.67		3
Importance	5	3.5	3	3.33		3

Identifies sequential stages for taking action in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	4.33		3
Effectiveness	2	2	4	3.67		3
Importance	3	3.5	3	3.67		3

Has a strategic view of decision outcomes	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67 *	4.67		4
Effectiveness	1	3.5	2.67	3.67		2
Importance	2	3	3	4.33		3

Critically questions decision criteria	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	3.67	4		3
Effectiveness	3	2	2.33	3		3
Importance	3	2.5	3.67	3		2

Evaluates options related to the "mission" of the organization or unit	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	3.33 *		3
Effectiveness	4	3.5	3.67	3.67 *		2
Importance	4	3.5	3.67	3.33		3

Section 13: Relationship Building/Maintenance

Relationship Building/Maintenance	Understanding that relationships require different kinds of attention and varying strategies to strengthen is basic to this competency. The key to this competency is to build networks and maintain these over time. Fostering teamwork is essential.
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Actively solicits feedback from others to strengthen mutual understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.67	2.67		3
Effectiveness	5	3	3.67	2.67		3
Importance	5	3	3	2.33		2

Acknowledges others' emotions and paraphrases to facilitate rapport with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	2.67	3.67		4
Effectiveness	4	3.5	3.67	3		2
Importance	4	3.5	3	3.33 *		3

Is direct and straightforward when disagreeing with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3	4.33		3
Effectiveness	3	3	3.67	3.33 *		4
Importance	3	2.5	2.67	3.67		3

Creates a context for constructive discussions, especially during conflict	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	5		5
Effectiveness	2	3	3	4.67		4
Importance	3	2.5	3.33	4.67		4

Provides hands-on and pragmatic support to strengthen relationships	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	3.67		3
Effectiveness	2	3.5 *	3.67	3.67		2
Importance	3	2.5	3	4.33		2

Works consistently to remove barriers to potential relationships and to enhance long-term relationships.	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	4	3.67		4
Effectiveness	3	4	3.67	3		5
Importance	4	3.5	3.33	3.33		4

Seeks to create an exact and precise understanding of goals when working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	2.67		4
Effectiveness	3	2.5	3.67	3.33		4
Importance	3	3	3.67	3.67		4

Works to clarify relationship roles and boundaries	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4.67		4
Effectiveness	5	3.5	3	3.67		3
Importance	4	3.5	3	3.67		3

Section 14: Managing Complexity and Change

Managing Complexity	Leaders operate within multiple systems. Knowing that there are always unintended consequences is as important as dealing effectively with ambiguity. Working consciously within the paradoxes of organizational life and clarifying vision/purpose in the midst of uncertainty are hallmarks of this competency. Creatively leads change.
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Identifies accountabilities & responsibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4.5	4.33	4.67		4
Effectiveness	4	3.5	3.33	3.33		3
Importance	3	4	3.33	4.33		4

Demonstrates optimism and a belief in others' abilities to be resilient during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4.33		4
Effectiveness	3	3.5	3.67	4		3
Importance	3	3.5	3.67	4		3

Builds processes and procedures with an action-oriented mindset	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	2.67	4.67		2
Effectiveness	4	3.5	3	3.33		3
Importance	4	3.5	3	3.67		2

Sees and uses leverage points in the organization to facilitate effective change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3	4		4
Effectiveness	4	3	3	4		3
Importance	5	3.5	2.33	4.33		3

Analyzes historical patterns for understanding root causes in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4.5	3.33 *	4.33		4
Effectiveness	4	4	3.67	3.33		4
Importance	3	3.5	3.67	4.33		4

Shifts gears easily, seems comfortable with uncertainty and ambiguity	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	4	5		4
Effectiveness	4	3.5	3	4.33		3
Importance	3	3.5	3.33	4.33		3

Analyzes complex situations, looking for multiple elements and interdependent factors to understand what is going on	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	4	3.33		4
Effectiveness	4	4	3.33	2.33		4
Importance	4	3	3.33	2.67		4

Compassionate in managing discontent during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3		4
Effectiveness	3	3.5	3.67	3 *		4
Importance	4	3	3.33	2.67		3

Section 15: Written Comments on Each Dimension

Please note that each bullet represents a different statement from all of your rater groups. No editing of comments has occurred.

Learning from experience

- Mr. Sample is an active learner. He keeps up with industry trends and tries out new ideas all the time.
- Prefers the tried and true learning' doesn't seem to learn from others' mistakes
- Seems to look for new ways of doing things
- Is open to learning from others
- Learning from others is a challenge; learning through analysis is a strength.
- Doesn't show much interest in learning from others
- Seems to look for opportunities to gain a lesson or two from experiences.
- Everyperson is a bit too rigid to learn from trial and error, and this is a problem.
- Everyperson works actively to be an agile learner.
- Everyperson needs to take more risks and be willing to fail to learn in really challenging situations.
- Everyperson seeks to learn quickly.

Adaptability and Flexibility

- Mr. Sample makes changes quickly. Sometimes he forgets to keep us all totally informed.
- Will adjust behavior and strategies as needed
- Willing to flex as needed
- Is willing to make adjustments as needed, after a thorough "case" is made for a new tactic
- Depends on the situation.
- Often digs in on an issue and rarely adapts to others' concerns
- Often able to change or flex as needed, depending on circumstances
- Everyperson is willing to shift, though rarely does.
- Everyperson is open and willing to flex, depending on the factors.
- Everyperson is open and able to adjust.
- Everyperson is often able to adjust but sometimes personal reactions get in the way.

Self Management

- Mr. Sample can get hot under the collar from time to time.
- Stays calm.
- Keeps calm, especially in tense situations
- Controls reactions effectively; stays calm
- Seems to be discerning
- Doesn't show much, one way or the other on hot issues
- Keeps cool and calm, even in stressful situations
- Everyperson doesn't show emotions.
- Everyperson shows a great deal of self-discipline.
- Everyperson seems to be able to manage emotions and direct energies to productive outcomes, especially when things are tense.
- Everyperson seems to have clear priorities and acts accordingly.

Communication

- Mr. Sample uses several strategies for communicating key ideas.
- Shares information on a regular basis
- Shares information though not always comprehensive
- Eager to share information as needed
- Could be more attentive to big picture issues
- Shares just what Everyperson thinks you need to know. Needs to be more thorough and forthcoming.
- Thorough and often over-the-top with details
- Everyperson gives too many details when sharing information and too little big picture.
- Everyperson communicates information effectively, though sharing more of the mission and vision would be a good thing.
- Everyperson shares just enough detail; it would be useful to share contextual information more frequently.
- Everyperson shares information readily with others.

Utilizing Others' Expertise

- Mr. Sample has a great sense of team member talent and capabilities.
- Makes every effort to align talents with tasks
- Has a great team' uses talents of others well
- Has a talented team with team members working with their strengths
- Has a solid team; selects strong candidates.
- Seems to rely on a few people.
- Seems to know where team talents are best applied
- Everyperson seems to pay favorites, giving special tasks to a select few.
- Everyperson actively aligns talents with tasks.
- Everyperson seems to use team members well.
- Everyperson has built a strong team.

Decisiveness

- Mr. Sample is quick decision maker and he works hard to make sure we are all included in discussions.
- Makes Decisions in a timely way
- Makes quick decisions---sometimes makes decisions before having all the data
- Makes decision in a timely way
- Makes decisions on evidence.
- Waits too long to pull the trigger. Needs to be more timely.
- Could make decisions more quickly
- Everyperson waits too long on key decisions.
- Everyperson makes thorough decisions.
- Everyperson sometimes suffers from paralysis by analysis.
- Everyperson could use more attention to using various decisions strategies.

Relationship Building/Maintenance

- Mr. Sample has great relationships with his direct reports; his peers don't seem to appreciate his perspective.
- Needs to build relationships with key individuals in other departments
- Works hard to strengthen relationships
- Takes the time and invests the effort to help strengthen relationships
- Seems to give up when a few tries don't produce results
- Doesn't show much interest in working with others outside of department.
- Active at building relationships with others, especially in different departments

- Everyperson seems to want to strengthen relationships but rarely does. Spends time with friends and those who are in the "in" circle.
- Everyperson is eager to have productive relationship. I really appreciate the straightforward way conflict is managed.
- Everyperson is warm and thoughtful.
- Everyperson works hard at working well with others.

Managing Complexity

- Mr. Sample does whatever it takes to make change happen.
- Does a great job of nursing us through change. Needs to pay more attention to how we feel during change issues
- Keeps us informed during changes
- Has been a good guide through a number of key changes in our work life this year
- Could benefit from looking at analysis and transitions
- Treats everything as if it is the same. Hardly accommodating to others during change.
- Often able to see how to deal with the big picture
- Everyperson is often off track when it comes to dealing with complex changes.
- Everyperson nurtures change and transitions effectively.
- Everyperson seems to focus on details during change situations when focusing on long term outcomes would be better.
- Everyperson can get overly concerns with details when dealing with strategy.

Section 16: Development Action Tips

Dimension — Learning from Experience

Definition — Has the ability, interest, and focus to learn from experience.

Importance — A "master competency" in that it controls the range of learning and overall effectiveness of an individual to adapt and respond to life and work challenges.

Actions: To further develop, do the following:

Identify a specific challenge or area for development and

Analyze	Find component parts and identify relationships. What are the pro/cons of available options?
Network	Find people who already engage in the behavior effectively. Find out what and how they do it.
Focus	Study every aspect of the challenge. How is this similar to previous, parallel behaviors?
Change contexts	Do you engage in the behavior in different contexts? Why?
Find contrary models	All frameworks have an opposite-test the assumptions of your mental models.
Contrast with differences	Find people who are very different from you and are either very good or terrible at the behavior you are learning. What do they do you should replicate or avoid?
Compare	Research behavior and find the similar aspects you already do.
Imagine	Journal a description of what it would be like to fully and effectively engage in the behavior. What would be different from today?



FYI: For Your Improvement — See the following chapters: (Essential) 2, 32, 45 (Important) 30, 33, 40 (Nice to Have) 1, 41

Section 16: Development Action Tips

Dimension — Adaptability and Flexibility

Definition — Psychologically adjusting to change and selecting a response from a range of behaviors.

Importance — Even if you learn a range of competencies, you have to know when and how to use them for effectiveness. Being adaptable and flexible are essential competencies for using what you know.

Actions:

Being adaptable and flexible requires three conditions:

1. **Confidence.** Do you have support networks that encourage you and confirm your competence? Do you have the confidence to try out new behaviors and learn from the effort?
2. **Capability range.** Do you have a range of behaviors from which you can "call" to aid you in responding to any given situation? Developing a full range of behaviors increases your capability of responding flexibly and appropriately adapting to the challenge facing you.
3. **Means.** Do you constantly assess the demands of the situation? Are you clear on the desirable outcomes of an interaction?

The largest barrier to flexibility is a lack of awareness of how you could do things differently. In part, you have been "had" by past experience and by learned responses which you may need to address.



FYI: For Your Improvement — See the following chapters: (Essential) 2, 41, 46 (Important) 14, 58, 64 (Nice to Have) 52

Section 16: Development Action Tips

Dimension — Self Management

Definition — Regulates impulses such as anger; being proactive in responses rather than reactive.

Importance — Controlling impulses, patience, and emotional reactions, and being able to select an appropriate response is a critical capacity as a leader.

Actions:

A keystone of self management is understanding your impulses and turning those into sources of information rather than reactions. For example, if you have the impulse to critique situations and this has become a typical response, you may be unaware of the impact on others. Your impulse is to critique to make things better.

A self-managed leader realizes that being critical is one side of a continuum; the other side is being supportive. The self managed leader uses the impulse to be critical to remind himself or herself to ask "What is the best response right now?" If I am trying to get the individual in front of me to think things through, then I may need to ask some open ended questions to explore the assumptions and data the individual is using. It may be that being open to discussion about possible solutions is the best way to help someone improve their analytical skills — much more effective than telling them what is wrong and what to do about the situation.

To enrich self-management, you need to:

- Inventory your impulses and patterns.
- Understand the intended and unintended outcomes from your behavior.
- Learn key questions to ask to facilitate a different response.



FYI: For Your Improvement — See the following chapters: (Essential) 12, 33, 41, 55 (Important) 11, 43, 46 (Nice to Have) 6, 54

Section 16: Development Action Tips

Dimension — Communication

Definition — Using oral and written communication effectively; understands that the meaning of the message is in the receiver and acts accordingly.

Importance — Easily identified as a crucial competency, it is not fully understood and therefore not developed as thoroughly as possible. This competency is about creating shared meaning.

Actions:

The "bottom line" in communication is that the meaning of the message is in the receiver of the message. This means that you have to constantly check out the meaning being made when working with others. At a minimum you should:

- Ask what others understand as related to the point you are trying to make. Rather than ask, "Do you understand?," ask, "How does this work for you?" or "What are your assumptions about this situation?" or "What do you hear me saying?"
- Paraphrase what you hear, see, and feel with others. "What I hear you saying..." or "You seem to feel that ... are phrases to alert the other person you are going to share your understanding.
- Summarize points at several junctures of the conversation. Make sure you restate key ideas and actions that have emerged during the discussion.
- Have several individuals read your memos, speeches, and written communication to make sure that you've covered the bases.



FYI: For Your Improvement — See the following chapters: (Essential) 11, 27, 31, 53 (Important) 9, 29, 36 (Nice to Have) 44, 49, 67

Section 16: Development Action Tips

Dimension — Decisiveness

Definition — Implements decisions. Appropriately analyzes choices and selects a decision making strategy (e.g. manager decides, manager with group decides, etc.).

Importance — The best made plans are not useful unless implemented in a timely way. Leaders get into trouble by being decisive too quickly or waiting too long to make a decision.

Actions:

Decision making involves effective problem solving and analysis. When working with a group, the issues are often quality, speed, and "buy in."

Most leaders know the decision they want to make in any given situation but may also know that imposing a decision will create problems of implementation.

You need to determine (a) how much buy in is essential to the implementation, (b) how fast does the decision need to be made, and (c) is quality at risk if the decision is delegated?

Often the perception that you lack decision making skills is the absence of follow up. You make the decision but people find out far too late. Do you need to share your decision making strategy and outcomes more with others?

Some leaders are not decisive by virtue of their problem solving and group facilitation skills. In general, groups make better decisions, though it takes longer to get the synergistic solution. Do you know how to create the conditions for synergy? Can you facilitate decision making?



FYI: For Your Improvement — See the following chapters: (Essential) 1, 17, 53 (Important) 9, 16, 34 (Nice to Have) 57, 62

Section 16: Development Action Tips

Dimension — Utilizing Expertise

Definition — Identifies and aligns expertise with the appropriate challenges; leads those whose expertise is different from one's own.

Importance — Leaders need to appropriately deploy the talent in their organizations. Knowing and placing the expertise around you is essential to building a high performing organization.

Actions:

Many leaders received their first management job due to their excellent performance in a front line position. The engineer who does a great job gets promoted to supervisor.

The supervisor does "more of what he did" by closely managing other engineers and gets promoted to general manager. Now he is managing engineers whose expertise is in totally foreign areas.

He quickly learns that what made him successful in his previous roles will not work in the new position. Suddenly influence, relationships, and alignment of talent with challenges become the dimensions of success.

This becomes magnified when promoted to an executive role when you have to lead more than just the engineers. You have to manage various departments whose work is essential to your success.

Learn how to:

- Assess talent and expertise
- Plan ways to align talent with business challenges
- Delegate to those over whom you have no direct control
- Evaluate your challenges and skill gaps



FYI: For Your Improvement — See the following chapters: (Essential) 7, 18, 20, 56 (Important) 9, 21, 25 (Nice to Have) 52, 63

Section 16: Development Action Tips

Dimension — Building and Maintaining Relationships

Definition — Build and strengthen relationships, especially across departments; Builds networks across the company

Importance — Up (boss), across (peers), and down (direct reports) are the directions of your relationships as a leader. You must build and maintain relationships in all directions to influence and motivate others toward the desired goals.

Actions:

Identify ways you intentionally communicate to others who work with and for you that they are (a) significant, (b) competent, and (c) worthwhile. Also, find out how others experience these messages from you. How congruent is what you say you do with what people experience?

Positive relationships are built on common ground and feelings of mutual regard. Regardless of your personal feelings about others, there are many individuals on whom you depend to make the organization work (and productive actions to be taken). Strong relationships will enhance the network and overall performance.

Relationships are the "social capital" of organizations. Leaders work to enhance this capital at all levels.

Do you know what each individual needs from you to feel informed, connected, and appropriately included?

Do you actively "take a constructive perspective" with others, especially during conflict?

Do you share responsibility, rewards, and attention with all those essential to your success?



FYI: For Your Improvement — See the following chapters: (Essential) 3, 31, 11, 27, 33 (Important) 10, 23, 26, 41 (Nice to Have) 19, 60, 64

Section 16: Development Action Tips

Dimension — Managing Complexity and Change

Definition — Recognize and manage systems; work within paradoxes of change and organizational shifts. Seeks creative solutions to complex problems. Manages ambiguity.

Importance — Leaders who do not have the ability to manage complexity will not develop the necessary strategic agility to respond effectively to change. For those seeking the highest level of responsibility in any organization, they must master this competency for overall satisfaction and effectiveness.

Actions:

At a minimum you should:

- Understand systems thinking.
- Identify multiple causes and sources related to organizational problems and successes.
- Be a student of how the organization works.
- Develop case studies/lessons learned from organizational events. Create a timeline of key company events and identify how those events affect decisions/actions today.
- Explore the role of external environmental pressures and events on current organizational challenges.
- Identify market trends and project probable outcomes.
- Develop scenario/what if planning activities.



FYI: For Your Improvement — See the following chapters: (Essential) 1, 2, 40, 58, 65 (Important) 28, 38, 47 (Nice to Have) 52

Section 17: Your Effectiveness Plan

Knowing, flexing, and doing are the three elements of effectiveness. Your 360 data help clarify knowledge about how others experience your behavior. Developing a plan to flex with the range of behaviors you employ and to implement active learning strategies to integrate adjustments to or develop new behaviors is essential to enhance results.

Step 1: Review your report and complete the following grid:

Rating trend	Important Behaviors	Less Important at this time
Frequent	Plan to monitor to prevent overuse of these behaviors:	Identifying useful but not critical behaviors:
Infrequent	Development needed:	Identify how to monitor these behaviors so that when used, they are productive:
Effective	Plan to monitor ongoing effectiveness of these behaviors:	Identify how these behaviors might be used to support increasing frequency or effectiveness of important behaviors:
Ineffective	Create a plan to elevate these toward effective expression:	Identify how to monitor so that these do not create leadership behavior "noise" when used:

Step 2: Identify the key opportunity for the next 90 days. Complete this Goal Planning Worksheet

Goal Identify specific behavior			
Benefits of achieving the goal			
Obstacles to achieving the goal			
Resources to use in achieving this goal			
Specific Action Steps	Step	Action	Due Date
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
Benchmarks (How will you know you are making progress?)			
Goal Accountability Partner (Individual who will contact you regularly about your goal)			