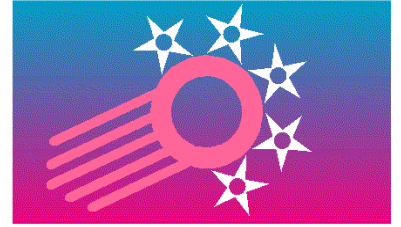


SOUTHERN TIER



**LEADERSHIP
ACADEMY**

**LEADERSHIP
DEVELOPMENT
PLAN
(LDP)**

Key Focus Questions for Your Feedback Report

Before meeting with your peers, try answering questions 1 - 6:

1. My leadership strengths are:

2. Areas where I tend NOT to perceive myself as having leadership strengths, but where my raters see me having strengths are:

3. Areas where I need to develop my leadership behaviors:

4. Specific leadership behavior items I need to do more of:

5. Specific leadership behavior items I need to do less of are:

6. Areas where I see myself as being stronger than I am perceived to be by others are:

Possible Focus Questions for Subsequent Discussion

7. What

- Ideas/beliefs do I hold ...
- past experiences have I had ...
- role models do I continue to admire ...

that impede me in my development of the full range of leadership styles that I use in my relationships with others?

Ideas/beliefs ...

Personality Attributes from 16 PF

Past Experiences ...

Role Models ...

8. Are there any particular people that I work with at present with whom I cannot be as I would want to be in my preferred leadership style?
9. How do I rate my current practice of the full range of leadership behaviors and the balance I achieve between them?
10. How does the history and culture of the school influence my leadership style?

Developing My Leadership
CONFIDENTIAL
Personalized LDP Overview
Date:
July, 2000

“SAMPLE”

Overview:

Celebrating Success:

You demonstrate a full range of leadership behaviors, with your exercise of IS and IC being the strongest transformational styles. Congratulations! Your support staff and others rate you most highly on all transformational behaviors (generally doing these ‘sometimes’).

The degree to which you see yourself actually doing transformational leadership with your associates is in fact close to optimal. However, there is a significant gap between your self-ratings and those of others – especially the Level Above.

Your practice of IA, IM, IS and IC are, in fact, not too different from that of the organizational aggregate averages (generally between 2.1 and 2.3). However, all these are below the optimum frequency benchmarks indicated by research (>3).

Your exercise of MBE-A is optimal and of CR/CT is just below optimal.

The outcomes of your influencing styles with your work associates are quite modest. Raters report that they are ‘sometimes’ satisfied, but that they put in extra effort only ‘once in a while’. By paying attention to the developmental objectives below, these outcome ratings by others will improve.

Developing Your Leadership Further:

Since there are some significant gaps between your self-ratings and those of others, you should generally become quite proactive in soliciting feedback from selected and trusted persons concerning your own developmental objectives. This especially applies to the Level Above for IM, IC, IA, CT/CR, and MBE-P and LF. But you also actively and routinely seek feedback from others and your peers in the leadership group concerning II(A), II(B) and IM.

You should focus on building the frequencies of all II(A) behaviors, II(B) (objectives 1 & 2), and IM (objectives 1 and 3) with peers, others and the Level Above.

Concentrate also on doing more of MBE-A (Obj 1: “attending to irregularities, mistakes and deviations from standards”, and Obj 2: “paying attention to mistakes, complaints and failures” in relation to your peers and the Level Above.

Additionally, try practicing “making clear what people can expect” (CR Obj 3) with all groups.

Your self-talk should address your overestimations

Cycle 1
“SAMPLE”

Applicable levels (tick as appropriate):
Higher
Same
Below
Others

Individualized Consideration Action Steps

Objectives: I will do the following more frequently in relation to the levels nominated above.

I will consider individuals as having different needs, abilities and aspirations from others.

Target group(s): Peers

I will ask associates what they would like to achieve in our organization.

I will ask associates what they would like to be doing in 5 years.

I will ask my associates about their expectations for personal development and financial reward.

I will ask my associates about their interests and aspirations.

I will be aware of difficult times in the lives of my associates, whether it be an illness, divorce, or a death in the family. I will express my concern in words, or be some act of kindness.

I will consider my associates' personal strengths in relation to their skills.

When speaking to others, I will use language and terms that will be appropriate, or familiar to their background and knowledge.

Target group(s): Peers

I will be a mentor to an associate who shows promise.

I will be alert to articles of interest to my associates. I will also develop tips that could be of help to co-workers for their job responsibilities and development.

I will challenge my associates to exceed their own expectations.

I will create a climate of growth by encouraging, acknowledging and rewarding the development of skills.

I will encourage and assist others in setting goals.

I will encourage my associates to come to me when difficulties are encountered.

I will give advice if it is sought, but only after I've asked my associate's opinion. Preferably, I will act as a "sounding board" and help my associate to develop his/her own solution.

I will encourage my associates to delegate some of their tasks so that they can accept new, and challenging, responsibilities.

Cycle 1 – cont.

Applicable levels (tick as appropriate):
Higher
Same
Below
Others

Intellectual Stimulation Action Steps

Objectives: I will do the following more frequently in relation to the levels nominated above.

I will get others to look at problems from many different angles.

Target group(s): Peers

I will ask, "What are all the possibilities for solving this problem?"

I will be my group's troubleshooter, devil's advocate, and "best" critic.

I will become a mentor to new associates, realizing that as I offer them guidance and encouragement, I will be learning from them as well.

I will develop associates into successful problem solvers.

I will discuss problems with my associates in order to "brainstorm" as many alternative solutions as possible.

I will not take myself too seriously; a playful attitude is fundamental to creativity.

To be more effective in problem-solving and decision-making, I will ask my associates to keep me informed about any anticipated problems.

I will suggest new ways of looking at how to complete assignments.

Target group(s): Peers

After considering related effects and constraints of a problem, I will generate alternative solutions.

I will be open to revising or changing my decisions when new and relevant information is available.

I will force myself to shift my focus from the details to the "big picture" in order to gain a broader perspective.

I will take initiative when problems/opportunities arise, be action-oriented, and be willing to take risks.

In order to improve my decision-making, I will anticipate problems and develop contingency plans.

When I report problems to my supervisor, I will also recommend solutions.

Some Examples of Action Steps

Idealized Influence Behavior

Talks about the importance of values, beliefs, purposes, collective mission and trusting each other, considers moral and ethical consequences of decisions, champions new possibilities and generates alignment about share purposes.

I will demonstrate idealized influence behavior by...

Values, Beliefs, Ethics, Trust, Principles

- [] articulating my core values and beliefs, highlighting their importance and keeping track of how I behave to support them.
- [] demonstrating consistency in my values and beliefs.
- [] openly discussing ethical issues that have relevance to our work.
- [] modeling my ethical beliefs through my behavior.
- [] writing down my five core principles by which I can manage and live up to and walking those principles before talking about them.
- [] making promises only if I can keep them.
- [] maintaining my professional standards at all times.
- [] setting a high standard for discretion and confidentiality in communication.
- [] not promising confidentially if I am not certain that I can keep the information private.
- [] avoiding the rumor mill and not being a contributor or even a link.
- [] following through on my "concrete" commitments by being on time, returning phone calls, and meeting deadlines.

Exemplary Decision Making

- [] making decisions based on thoughtful analysis and input from others.
- [] avoiding jumping to conclusions or firing off decisions.
- [] pausing and considering the consequences before acting, even if I know instinctively what action a situation requires.
- [] acknowledging and admitting my own mistakes.
- [] resisting the urge to rationalize away poor practices.

Upward Influence (Supervisor)

- [] working with leaders in my organization to resolve and communicate positions on ethical issues common to my organization.
- [] asking leaders I respect to identify their standards and follow their example.
- [] reviewing other feedback from my supervisor to learn which behavior he/she is most critical of, then working on improving it.

Direct Reports

- [] avoiding "shooting the messenger" of bad news; supporting associates for surfacing problems.
- [] not asking my associates to do things I don't want to do.
- [] not doing things that I don't want my associates doing.
- [] asking my associates what standards they think we should be setting for each other.
- [] acknowledging courageous associates who have demonstrated high ethical standards or beliefs.
- [] seeking feedback from associates concerning how consistent I am in displaying my beliefs and values.
- [] protecting confidential information and respecting the fact that associates gave me information in confidence.
- [] realizing that establishing trust between my associates and myself takes time. Building trust is a process, not an event.
- [] realizing that a failure to meet deadlines is sometimes seen as a lack of credibility or even integrity by associates.

Seeking ways to improve efficiency and productivity and focusing on attaining results by...

Taking responsibility for personal decisions, actions, and results by...

- taking initiative to correct problems before being asked.
- demonstrating clear purpose, enthusiasm, and commitment to my associates.
- being a role model.
- being persistent.
- adopting a "can do" attitude and approaching challenges from a problem-solving perspective.
- avoiding negative self-talk and increasing positive self-talk.
- taking calculated risks to demonstrate my orientation to action.

Demonstrating ongoing, personal involvement in goal achievement by...

- following through on personal commitments to tasks and projects.
- committing to quality.

My reactions and reflections:

Some Examples of Action Steps Idealized Influence Attributed

I will have idealized influence attributed by...

- [] not backing down quickly when challenged. Instead, restate my position clearly to ensure that associates understand my perspective.
- [] informally talking with my associates and supervisor about their goals and concerns and use this information when I need to link my ideas to their needs. This will build identification with my mission as well as their mission.
- [] practicing being more influential in situations where the costs, risks, and implications are not as great.
- [] continuously asking myself how my goals and tasks fit into the broader goals of the organization and communicate these to associates.
- [] willingly taking the best ideas of my associates to the next higher level and support them enthusiastically and giving credit where credit is due.
- [] identifying the behaviors that I believe are critical to success in my organization and then leading by example.

- [] volunteering for projects and being the "best" representative for my associates.
- [] standing up for others, especially my associates, when they need my support.
- [] creating an environment of openness and trust.
- [] remembering my role as a model for associates. When I feel like acting inappropriately, pause, and think of the type of behavior I expect associates to exhibit in similar situations.
- [] searching my background for a supervisor, a mentor, a fictional character, an athletic coach, or a cultural hero who has demonstrated to me appropriate behavior for a difficult situation. Act as that model would act in my situation.
- [] know what my four or five core values are and refer to them through my actions.

I act in ways that build others' respect for me by being open and approachable, managing conflict constructively, and maintaining cooperative relationships by...

Developing and maintaining cooperative relationships with others by...

- [] treating my associates with respect.
- [] avoiding sarcasm, abusive language, shouting and emotional displays and talking down.
- [] accepting associates' feelings, concerns, and wishes as genuine, honest and valid.
- [] avoiding public criticism.
- [] not fueling the conversation when it gets heated; being a voice of reason.
- [] emphasizing what is the "right thing to do" in terms of the collective interest of the group.
- [] apologizing when I have hurt or ignored associates; admitting my mistakes and moving on.

- [] focusing on associates good qualities rather than on their deficiencies.
- [] confronting the issue, not the person.
- [] not using information unfairly to gain advantage.
- [] asking if I can help when I see an associate "in a bind" on a project.
- [] controlling my thoughts and feelings until I have shown the other person I understand.
- [] asking myself, "How would I feel if I were in that person's shoes?"
- [] asking for coaching from an expert.
- [] watching how others handle these situations.
- [] initiating discussions more actively with associates who need to talk out a problem or concern.

Improving flexibility and avoiding rigidity by remaining open and receptive to suggestions of others by...

- [] developing a more relaxed, less intense, more attentive approach, so that associates will not be repressed by my strong opinions on issues.

becoming more open about hearing the other side of an issue.

Managing conflict constructively by...

- not backing off from my point of view.
- not being drawn into a win-lose confrontation.
- accepting that some people will never be completely persuaded toward my point of view.
- being willing to compromise.
- looking at the other side before defending my own.
- approaching conflict situations as opportunities to strengthen interpersonal relationships.
- not lecturing about why I am right.
- bring conflict into the open without feeling that my leadership is threatened.
- allowing others to vent their anger.
- being willing to confront others when I feel they have made an error.
- not confronting when angry.

My reactions and reflections:

Some Examples of Action Steps Inspirational Motivation

I will talk about the future by...

- communicating a clear scenario of the organization's future potential.
- taking broader and longer-term views.
- focusing on the big picture.
- maintaining perspective between the overall picture and the details.
- frequently asking myself, "How will my doing this now and in the future affect associates in the organization?"
- seeking the elements of a long-term vision from the collective input of my associates.
- at least annually, describing a vision of the future to my group.
- explaining the organization's long term plan to my group.

- using my associates or team to help create and update my vision, mission, and strategies.
- meeting with associates to show them how their contributions support the long-term goals of the organization.
- periodically asking my associates for their vision of where they see their jobs and the organization going and using their ideas to update the vision statement when appropriate.
- making sure that new associates understand the organization's vision and mission and that their role in meeting these is clear.
- getting involved in activities that make me feel excited and alive at work.
- refraining from saying, "It can't be done," and focusing on how I can make it happen.
- approaching challenges optimistically and with the energy to get them solved.

I will think strategically by...

- keeping a journal of my ideas for self-reflection.
- being flexible because strategic opportunities may arise unexpectedly.
- avoiding the temptation to finding a quick fix when problems arise.
- anticipating reactions to what I and my team plan to do.
- achieving goals with the support of others.
- reevaluating our models of operation to determine which are obsolete or too restrictive.
- getting a fresh perspective of the organization by looking at it from the viewpoint of a customer, supplier, shareholder and/or competitor.
- reading books about future trends in technology, culture, etc.
- displaying a strong sense of urgency for achieving department or organization results.

Understanding how the unit objectives fit into the organization's mission and long-term objectives by...

Explaining the importance of major tasks and where they align with the overall plan by...

- explaining the purpose of each task, why it is being done, how its success will benefit the organization.

I will motivate associates by...

Recognizing outstanding effort and achievement by...

Giving credit when credit is due by...

- commending associates for jobs well done.
- making the connection between the work associates do and the goals of the organization as a whole.
- point out to associates the uses of the work to which they are assigned and how their performance relates to larger goals, mission and vision.

Improving associate motivation by...

- assigning responsibilities and tasks with enthusiasm.

- communicating the rationale for assigning the task to associates.
- recognizing that financial reward is only one of a host of motivators; also important are self-realization, achievement, prestige, respect, and self-satisfaction.
- making a list of things I can be doing to enhance the motivation of associates.
- determining what changes in the quality and quantity of interactions with associates would contribute to improved morale.
- establishing a motivating work climate by showing my willingness to give help to associates when necessary.

Developing ability to motivate associates by...

- meeting with my supervisor or another individual who has a reputation as a good motivator of people and discussing how they apply different motivational strategies to different kinds of people.
- working side by side with an associate for a day to observe his or her motivation in action.
- maintaining a written record of positive changes I observe in an associate's behavior and/or work output.

Involving associates in decisions by...

- asking associates for their viewpoints.
- keeping associates posted on all developments and decisions that directly affect them.
- informing associates well in advance of changes that will affect them.

Becoming more successful at motivating individual project associates by...

- keeping a notebook recording how many times I praised and criticized associates.
- looking for instances of performance that meet or exceed my standards and then commenting favorably on them.
- praising acceptable behavior as well as outstanding behavior.
- asking associates whether they believe I am noticing and appreciating their good works as well as noticing the poorer aspects of their performance.

Helping associates maintain their enthusiasm for their jobs by...

- modeling the enthusiasm I expect by being enthusiastic myself.
- speaking positively about the organization, unit, job and goals.
- displaying pleasure at the work unit's achievements.
- highlighting milestones and goals the organization achieves at staff meetings, in memos, etc.
- marking the end of challenging projects with informal celebrations.
- letting associates know I am proud of them.
- fostering a sense of belonging in associates.
- making sure associates see how their work contributes to pushing the whole organization forward.
- using inclusive language, such as "we," "us," "team," whenever possible.

Reinforcing my associates successes by...

- commenting on the success immediately.
- offering support and advice to associates when they are faced with obstacles.
- catching associates doing things right and praising them.
- revisiting successes periodically to remind associates of their good feelings.

Providing recognition for high goal and task achievement by...

- giving verbal recognition for tasks that are significant milestones on the road to goal completion.
- receiving and giving feedback from associates who may have interacted with my associates on projects.
- sending a memo about associates outstanding accomplishments to my supervisor with copies to other associates.
- providing recognition at staff meetings for good performance.
- being creative in considering what would make high performers feel special and stand out from the rest of the work unit.

- assigning special projects that have high visibility and more responsibility.
- nominating high performers to attend work-related developmental programs.
- keeping my supervisor informed about the good work be done.
- asking high performers to represent the work at functions inside and outside organization.

Avoiding giving conflicting signals about rewards and excellence by...

- indicating what degree of performance improvement constitutes excellent performance.
- being consistent in my demand for excellence.
- helping my associates understand what excellence means in the context of my work unit and within the overall organization.
- asking associates to identify examples and levels of excellent performance.
- going to bat for my associates if excellent performance demands extraordinary rewards.
- encourage associates to set ambitious goals.
- serving as an example to others by performing at a high level of excellence.
- knowing what aspects of the job excite my associates and then providing them with opportunities to pursue these activities.
- when interviewing prospective associates, talking about my expectations for excellence.
- establishing a group identity and working at building pride in group membership--esprit de corps.
- keeping associates informed of organizational results.
- using positive language.
- watching what others do to create a positive work climate.
- assigning a task force to recommend changes to improve work climate.
- using symbols to promote our successes.

Increasing associates' commitment to the organization by...

- informing associates how their work results have been utilized.
- explaining the interrelationships between organizational activities and activities of the organization as a whole.
- keeping associates informed of new organization products and/or services and the organization's outlook.
- keeping associates posted on recent decisions and developments within other areas of the organization that will ultimately impact on their own activities.

Motivating employees to assume added responsibility by...

- explaining to each associate why I think he or she is the best person to handle the new responsibility.

Effectively utilizing the highly motivated associate by...

- asking associate to represent the organization.
- asking associate to accompany a supervisor to inter-organizational meetings or task forces.

I will initiate and manage change by anticipating and acting on change in external organizational environment and supporting new ideas by...

Seeking others input by...

- anticipating change by keeping informed of activities outside of my own specialty.
- seeking opportunities to communicate regularly with people both inside and outside the organization.
- visiting other units or organizations to broaden my exposure to different areas and internal customers.
- identifying opportunities for change.
- identifying change champions in my organization and working with them to support and initiate change.
- hold feedback meetings to allow associates to express their feelings about how the change is progressing.

Managing change by...

- expecting resistance to change and developing strategies to include resistance as one step in the process of change.
- preparing staff to expect changes because continuous improvement means change.
- treating resistance to change as a problem to solve, not a character flaw or as something personal toward me.
- finding early successes and recognizing them.
- using a change model that helps me to understand how people change.

Explaining change to others by...

- clearly communicating and defining change.
- being available to my associates and sharing information during times of broad change.
- telling people what I think the change will mean for them, and then listening to their reactions.
- communicating my vision of the change so that it is easily understood and they will buy into the change.

Some Examples of Action Steps Intellectual Stimulation

I will strive for clarity and simplicity when solving complex problems, get to the heart of the problem, and secure input from those closest to the problem by...

Appropriately balancing reason, emotions and situations when making decisions by...

Improving decision-making effectiveness by initially determining what, who, how, and when by...

- following a decision-making checklist.
- making sure everyone has the same interpretation of the problem.
- making sure that those who have to carry out the decision are involved so that they will be committed to it.
- informing associates of the decision so that it will not come as a surprise to them later.

Generating alternative solutions to problems by considering related effects and constraints by...

- asking what will happen if I do nothing.
- asking what principles and practices would offer solutions to the problem.
- asking what are the obstacles.
- not limiting myself to one solution.
- clarifying the problem.
- recognizing there is no single set of solutions to most problems.

Analyzing issues by...

- receiving input from others early in the problem solving process.
- keeping paper and pencil handy so that I can write down thoughts that occur while I am sleeping, taking a shower, running, etc.
- asking for input from those closest to the problem.
- re-formulating or restating the problem in different words or from different perspectives to uncover alternative ways to define the problem.
- looking for root causes of problems.
- working hard to understand the other person's point of view.
- being empathic to viewpoints that are different from mine.
- stating my opinion tactfully when things are not going as I think they should.

Using sound judgment by...

- determining whether immediate action is required before making a hasty decision.
- being open to the possibility of changing my decisions when new information becomes available.
- asking myself what else I need to know before going with my first reaction.
- being less impulsive in my decision making.
- asking myself, "What is the worst thing that could happen if I made this decision without more information?"
- forcing myself to move from details to the "big picture" to gain a broader perspective.
- looking at each issue from several angles to receive a better perspective and improve my judgment.
- putting each issue and decision in the context of how it will affect all key constituents involved.

Anticipating problems by...

- including contingency plans.
- asking associates to inform me if they think problems are about to arise.
- asking others who are doing this how they do it.

Finding the real cause of problems before taking action by...

- asking, "Do I know the cause?"
- describing the problem in detail before thinking of causes.
- checking the possible causes with others.
- clearly identifying and defining the problem.

- playing devil's advocate.
- analyzing past situations in which I took inappropriate action.
- being my group's troubleshooter, devil's advocate and "best" critic.

Getting to the heart of the problem rather than focusing on less important issues by...

Successfully responding to a crisis situation by...

- evaluating ways to have prevented the crisis in the first place.
- using time for reflection after crisis.
- asking what is wrong during crisis; why it went wrong after crisis.
- being willing to go out on a limb in a crisis situation.
- bouncing my ideas off someone else.
- developing associates into successful problem solvers.
- searching to eliminate potential causes of crisis situations.

Having the courage to address problems upwards by...

Taking the initiative as problems and opportunities arise, being action oriented, willing to take risks by...

- making more suggestions to my supervisor.
- going to my supervisor with solutions not complaints.
- taking action on problems that have remained unsolved for extended periods.
- reporting problems with a recommended solution.
- asking for more decision-making authority when I absolutely need it.

I will be creative and innovative by encouraging the use of new methods to solve problems; willing to take calculated business risks by...

Encouraging open expression of ideas and opinions by...

- remaining open to new ideas and alternatives.
- asking myself if I dismiss new ideas by saying, "It won't work here," or, "We already tried that," or, "We never did that before."
- encouraging associates when they make suggestions.
- listening to their ideas actively and intently.
- showing enthusiasm for good suggestions.
- showing my appreciation for the offering of ideas whether or not they will be implemented.
- wait until I have heard the complete thought expressed before evaluating.
- assuming new ideas as fragile foundations for even better ideas.

- avoiding denigrating or belittling new ideas as they are first expressed.
- recognizing that there is always something in an idea that may be a valuable concept.
- asking associates to pick up the concept and elaborate on it.
- combining the best parts of various solutions.
- not dismissing suggestions because one argument is weak.
- soliciting ideas for bolstering this segment of the suggestion.
- checking for understanding.
- recognizing innovation.

- discussing innovative ideas and approaches at staff meetings.
- asking associates for innovative ways of approaching problems.
- creating a bulletin board for capturing innovative ideas.
- rewarding innovators.
- asking associates for nominees.
- asking innovators to present at conventions and other gatherings.
- rewarding attempts as well as successes.
- encouraging associates to identify problems in the way things are currently done. "If it ain't broken, why not?"

- [] asking for opinions on current policies and operating procedures by reserving time at staff meetings or developing a means to collect anonymous input.

- [] being less conservative and taking more risks in my decision making.
- [] redefining the problem and looking at it from a different perspective.
- [] fantasize a "different universe" with a different set of natural laws.
- [] asking, "What possibilities exist for solving this problem?"
- [] not being satisfied with my first idea before committing.
- [] allowing myself quiet time, at least five minutes every day.
- [] asking, "Why not?" instead of "Why?"
- [] avoiding premature censoring of ideas.
- [] not being concerned about whether ideas are flowing in a logical sequence.
- [] brainstorming.

- [] keeping a file of "New Ideas".
- [] reading materials that are different from the kind I typically enjoy reading.
- [] not taking myself too seriously; a playful attitude is fundamental to creativity.
- [] drawing out problems instead of writing them down.
- [] charting my creative times and setting these hours aside for creative tasks.
- [] using others' points of view as well as mine in arriving at a decision.
- [] telling the other person about the things we both agree on before dealing with the points of disagreement--a positive start by building bridges between people.

Willing to take calculated organizational risks by...

- [] becoming more involved in an innovative project where failure would have a minimal impact.
- [] seeking more guidance from my supervisor to better ensure success.
- [] encourage associates to be innovative and willing to take risks.
- [] assigning responsibility.
- [] being tolerant of mistakes and failures.

Continually seeking to improve existing methods and procedures by...

- [] defining the problem.
- [] recording all ideas no matter how ridiculous they may seem at the time.
- [] generating innovative solutions for work-related problems.
- [] selecting problems repeatedly encountered over the past 6 months and working them out of existence.
- [] generating with associates as many alternative solutions as possible.
- [] concentrating on innovation, not limiting factors of implementation.
- [] combining solutions.
- [] seeking input from supervisor.
- [] following up a month later to determine if innovation is serving its purpose.
- [] generating innovative approaches to work procedures.
- [] selecting procedure with which I frequently have had difficulty in the past.
- [] being critical of each step involved in procedure.
- [] viewing problems as a challenge for generating new ideas.
- [] not trying to force an answer.
- [] offering one idea per month for changing procedures and doing work differently.
- [] asking at least 3 other people for their opinions on any significant problem.
- [] knowing the difference between "considering a wide range of alternatives" and being "indecisive."

Thinking in a disciplined and logical manner by...

- [] separating complex ideas into component parts.
- [] thinking about possible consequences of an action before implementing the action.
- [] having someone check my analysis by asking questions.
- [] writing down ideas and conclusions for other people to review.

- putting my thinking in writing.
- seeking a coach to help.
- experimenting with new procedures.

Some Examples of Action Steps Individualized Consideration

I will constructively transact and develop others by...

Demonstrating an open, approachable style by...

- setting aside time during week when I will be able to discuss problems and concerns with associates.
- inquiring about the well-being of associates beyond their job responsibilities.
- determining reason behind associates' reluctance to seek my help.
- taking a personal interest in associates.
- spending more than in informal interactions with associates.
- listening rather than giving advice.
- scheduling one informal interview with each associate during a three-month period.
- asking associates about their interests and aspirations.
- allowing people to talk about their feelings, especially when they feel they are losing something due to change.

Encouraging and assisting others in setting goals by...

- considering the associates' personal strengths and weaknesses in relation to these skills.
- meet individually with my associates to discuss their career goals and identify the skills they need to achieve these goals.
- developing a program to bring an associate up to speed if a weak performer.
- re-evaluating my expectations of associates.
- not hesitating to confront poor performance and then giving constructive action to help.
- focusing feedback on behaviors, being more descriptive and less evaluative.
- remembering that people master tasks in small steps.

- helping my associates build their skills by having each associate work on improving one developmental need and enhancing one strength at a time.
- being alert to articles and development tips that could be of help to others.
- creating my own development handbook of ideas especially suited to my organization.
- identifying one or two associates most likely to replace me and begin grooming them for my responsibilities.
- rotating associates through key positions to develop and challenge them.

- letting my associates stand in for me. Send them to meetings in my place.
- encouraging a "continuous improvement" mind set where mistakes and accompanying efforts to improve are rewarded.
- asking myself, "What do people have to do to receive positive feedback from me?" Evaluate my expectations.
- expressing feelings where they can have some positive effect.
- listening for feelings.
- observing non-verbal behaviors.
- listening more than talking.
- identifying one area where improvement is needed and designing a strategy for increasing this skill.
- meet individually with my associates to discuss their career goals and identify the skills they need to achieve these goals.

Providing on-the-job opportunities that challenge and develop others by...

- establishing the norms that mistakes are to be learned from.
- monitoring my reactions to mistakes and bad news carefully.
- avoiding overreaction or other emotional displays. Avoid sarcasm and other knee-jerk reactions.

- [] being frank about discussing mistakes; focusing on what can be learned from them.
- [] indicating that, although mistakes do not add to the productivity of the unit in the short term, they do provide a learning experience.
- [] being open about the mistakes I and associates have made and what was learned.
- [] working with associates to clarify what should be done differently next time to avoid the mistake.
- [] increasing the self-confidence of associates.
- [] assigning tasks that contain a certain amount of challenge and that will require associates to stretch their capabilities in order to successfully complete them.

- [] assigning tasks that are not unrealistically difficult.
- [] encouraging associates to make tentative decisions on their own even if the final decision-making responsibility rests with me.
- [] encouraging associates to come to me for advice when they encounter difficulties. When an associate does seek advice, however, do not just state my recommendation and order them to carry it out. Ask for the associate's opinion. Sometimes simply talking about the problem will enable the associate to develop his/her own solution. In the process, I will also be building up their confidence in problem solving.
- [] for each selected suggestion above, determining the amount of time the associate should devote to this activity and what type of feedback I require from them.
- [] asking an associate for a written report after he or she completes the training. Report includes ideas on how associate intends to apply the knowledge gained to his or her job and any negative reactions to the training.

- [] asking for another report one to two months later on what the associate is actually doing differently as a result of the training.
- [] comparing associate's subjective report with observable behaviors.
- [] identifying which of my own job duties could be delegated to associates.
- [] determining to whom these duties can best be delegated utilizing my knowledge of associates' strengths and weaknesses.
- [] helping my associates become competent by building from smaller to larger responsibilities.
- [] helping my associates build their skills by having each associate work on improving one developmental need and enhancing one strength at a time.
- [] being alert to articles and development tips that could be of help to others.
- [] creating my own development handbook of ideas especially suited to my organization and function in the organizations. Asking my associates to read this handbook and identify one or two suggestions they would like to tackle.
- [] rotating associates through key positions to develop and challenge them.

Conveying the attitude that everyone's work is important by...

- [] helping my associates clarify their career and performance expectations.
- [] discovering what career, financial and skill goals my associates have.
- [] asking associates what they like most about their jobs.
- [] helping associates assess how realistic their goals are.
- [] exploring with associates individually what capabilities or skills they need to learn or demonstrate and the level of proficiency required to achieve the stated goals.
- [] investigating what the organization's promotion policies are, what cross-training opportunities exist, and what the current and projected needs are for the areas into which my associates want to move.
- [] preparing thoroughly for performance discussions.

- [] encouraging people who praise an associate to put it in writing so that the letter can be placed in folder.
- [] collecting data relevant to the associate's on-the-job performance--material you would feel comfortable showing the associate, if necessary.
- [] giving feedback that is performance related, useful, behavioral, specific, constructive to improving performance.
- [] practicing communicating my views on poor performance simply and directly.

- listening and responding to others with empathy.
- using the language that is appropriate to the knowledge and background of the person with whom I am talking.
- asking for clarification to eliminate the chance that what has been done or said is misunderstood.

- building relationships.
- listening carefully to the input from others.
- being aware of times when associates are hurting in their personal lives--death, illness, divorce, etc.-and express your interest and concern in words or by a visit.
- spending time with an associate I have taken for granted.
- being accessible.
- determining associates' perceptions of their present work load.
- recognizing associates may have many responsibilities and may be reluctant to accept new responsibilities.
- asking associates to delegate so that they can accept new responsibilities.

Tailoring rewards to my associates; being creative in recognizing performance, bending the system if appropriate by...

- maintaining a development file on each of my associates. Keep track of successes, failures, development needs, and how I have agreed to help. Use this file during the performance review process.

Planning events to get to know associates outside of the workplace. Challenging people to exceed their own expectations by...

- maintaining a tally of the positive and negative feedback I give.
- balancing each interaction calling for criticism with recognition.
- discussing performance frequently, formally, and informally.
- commenting on performance when I observe it.
- debriefing associates of progress.
- commenting on achievement when associates pass milestones.
- providing challenging assignments.
- creating a developmental climate by rewarding and acknowledging skill growth.
- being a mentor to a promising new associate.
- training associates to coach others.

Generally, you have to be more active to be more considerate of the needs of others. You need to decrease the perception that you avoid getting involved when important issues arise.

Some Examples of Action Steps Transactional

Encouraging and assisting others in setting goals by...

- giving immediate positive recognition to my associates.
- evaluating my expectations of associates.
- not hesitating to confront poor performance and then giving constructive action to help.
- focusing feedback on behaviors, being more descriptive and less evaluative.
- being specific about the steps he or she can take to meet his or her goals.
- asking myself, "What do people have to do to receive positive feedback from me?" Evaluate my expectations.
- complimenting my associates for comments, ideas and/or successes that I appreciate.
- praising associates publicly whenever they deserve it.
- explaining exactly what would be expected of the associate.

Planning, Organizing, and Prioritizing Work by...

Translating broad goals into specific objectives, concentrating on key priorities; taking time to review ongoing projects by...

- handling multiple demands while consistently meeting deadlines.
- assessing time spent on a specific project.
- establishing work priorities.
- meeting project deadlines through backward planning, starting with target date for completion.
- asking associates to trace the flow of paperwork to assure efficiency and avoid duplication.
- assigning a "meeting process observer" to effectively keep the functioning.
- publishing agenda for meetings in advance and advising people of required preparation.
- establishing a follow-up system.

Concentrating my time on key priorities by...

- basing current goals on past performance.
- getting input from those who will be directly responsible for meeting the goals.
- revising goals as soon as facts indicate a change is needed.
- setting goals with others before setting them in concrete.
- determining why I missed goals in the past.
- developing questions to test the practicality of goals.
- setting priorities with a proper sense of urgency and importance.

Completing projects on time and within budget by...

- setting deadline to be challenging enough so that I will have to stretch myself to reach it, yet it should be realistic.
- realizing that problems beyond my control may arise to prevent me from meeting deadlines.
- setting realistic budgets.
- managing my time so that I may make corrections when needed.
- getting others to play devil's advocate for me.
- reviewing past problems to see how they could have been avoided.

Making time for planning, organizing and reviewing of on-going projects and operations by...

- avoiding losing sight of the original goal.
- examining categories of need and the available resources.
- discussing the impact of my planning on other units or departments.
- including evaluation criteria for each plan.
- defining checkpoints.
- preventing reinvention of the wheel by reviewing similar projects and adapting pertinent procedures and solutions.
- publishing my unit's and associates successes. Name specific people, not specific accomplishments and results.

Identifying a broad range of rewards I can use to recognize performance by...

- [] identifying informal rewards associates consider important.
- [] looking for examples of effective informal rewards, such as desirable assignments, time off, other forms of recognition, etc.
- [] providing and timing feedback immediately, being specific and calling attention to areas in need for improvement just before the next opportunity to perform.
- [] making feedback specific--what was done well and why it was important.

LDP

Leadership Factor Goal
Leadership Factor Objective
Action steps
Time required to accomplish objective
Evaluation (How will I measure what I have accomplished?)
Support required

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Leadership Factor Objective
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