



## Tool 2-1. The Five Practices and 10 Commitments of Leadership

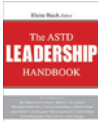
*James M. Kouzes and Barry Z. Posner*

Based on Chapter 2, “The Five Practices of Exemplary Leadership,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

Purpose: A list of the 10 commitments associated with the five practices of leadership.

Practice	Commitment
Model the Way	Clarify values by finding your voice and affirming shared ideals.
	Set the example by aligning actions with shared values.
Inspire a Shared Vision	Envision the future by imagining exciting and ennobling possibilities.
	Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.
	Experiment and take risks by constantly generating small wins and learning from experience.
Enable Others to Act	Foster collaboration by building trust and facilitating relationships.
	Strengthen others by increasing self-determination and developing competence.
Encourage the Heart	Recognize contributions by showing appreciation for individual excellence.
	Celebrate the values and victories by creating a spirit of community.

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## Tool 3-1. Is Your Team Dysfunctional?

*Patrick M. Lencioni*

Based on Chapter 3, “Leading to Build the Team,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This questionnaire is a straightforward diagnostic tool to help you evaluate your team’s susceptibility to the five dysfunctions.

**Instructions:** Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

At the end of the questionnaire, there is a simple explanation of how to tabulate the results and interpret the possible conclusions. If possible, have all members of your team complete the diagnostic and review the results, discussing discrepancies in the responses and identifying any clear implications for the team.

**Scale:**

3 = Usually

2 = Sometimes

1 = Rarely

- \_\_\_\_\_ 1. Team members are passionate and unguarded in their discussion of issues.
- \_\_\_\_\_ 2. Team members call out one another’s deficiencies or unproductive behaviors.
- \_\_\_\_\_ 3. Team members know what their peers are working on and how they contribute to the collective good of the team.
- \_\_\_\_\_ 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.
- \_\_\_\_\_ 5. Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.
- \_\_\_\_\_ 6. Team members openly admit their weaknesses and mistakes.
- \_\_\_\_\_ 7. Team meetings are compelling and not boring.
- \_\_\_\_\_ 8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.
- \_\_\_\_\_ 9. Morale is significantly affected by the failure to achieve team goals.
- \_\_\_\_\_ 10. During team meetings, the most important—and difficult—issues are put on the table to be resolved.
- \_\_\_\_\_ 11. Team members are deeply concerned about the prospect of letting down their peers.
- \_\_\_\_\_ 12. Team members know about one another’s personal lives and are comfortable discussing them.

- \_\_\_\_\_ 13. Team members end discussions with clear and specific resolutions and calls to action.
- \_\_\_\_\_ 14. Team members challenge one another about their plans and approaches.
- \_\_\_\_\_ 15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

### ***Scoring***

Combine your scores for the following statements as indicated below.

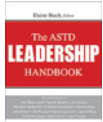
<b>Dysfunction 1: Absence of Trust</b>	<b>Dysfunction 2: Fear of Conflict</b>	<b>Dysfunction 3: Lack of Commitment</b>	<b>Dysfunction 4: Avoidance of Accountability</b>	<b>Dysfunction 5: Inattention to Results</b>
Statement 4: _____	Statement 1: _____	Statement 3: _____	Statement 2: _____	Statement 5: _____
Statement 6: _____	Statement 7: _____	Statement 8: _____	Statement 11: _____	Statement 9: _____
Statement 12: _____	Statement 10: _____	Statement 13: _____	Statement 14: _____	Statement 15: _____
Total:	Total:	Total:	Total:	Total:

A score of 8 or 9 is a probable indication that the dysfunction is not a problem for your team.

A score of 6 or 7 indicates that the dysfunction could be a problem.

A score of 3 to 5 is an indication that the dysfunction needs to be addressed.

Regardless of your scores, keep in mind that every team needs constant work, because without it, even the best ones deviate toward dysfunction.



## Tool 4-1. Strategic Planning Analysis Questionnaire

*Leonard D. Goodstein*

Based on Chapter 4, “Strategic Planning: A Leadership Imperative,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This questionnaire is intended to help you understand the role of strategic planning in your organization.

To be maximally useful, candor on the part of the person completing this questionnaire is essential. The questionnaire consists of 33 statements that are rated on a five-point scale indicating your degree of agreement with that statement. Rate each statement.

The organization under scrutiny is \_\_\_\_\_

Rate each of the following statements on a five-point scale, using the following scale:

- A rating of 5 means that you strongly agree with this statement.
- A rating of 4 means that you somewhat agree with this statement.
- A rating of 3 means that you neither agree nor disagree with this statement.
- A rating of 2 means that you somewhat disagree with this statement.
- A rating of 1 means that you strongly disagree with this statement.

		<b>RATING</b>
1.	This organization has a viable strategic plan, one that guides most of its important decisions.	
2.	The organization’s strategic plan is widely understood by most of the organization’s employees.	
3.	The organization has a clearly articulated set of values that guide the organization’s operations.	
4.	The choices the organization makes are largely based on its strategic plan.	
5.	The organization’s strategic plan is a living document that changes to reflect changes in the environment.	
6.	The organization’s strategic plan clearly spells out its desired future state.	
7.	The organization’s strategic plan is woven into its cultural fabric.	
8.	Managers in the organization are evaluated primarily on their execution of their portion of the strategic plan.	
9.	The organization allocates resources primarily on the basis the strategic plan.	
10.	Members of the organization are free to challenge leaders who fail to live up to the organization’s values and code of conduct.	

11.	The organization truly “owns” its strategic plan.	
12.	The organization’s top leadership was intimately involved in the creation of the strategic plan.	
13.	The overwhelming majority of employees buy into the organization’s strategic plan.	
14.	The organization’s strategic planning process is a crucial leadership function.	
15.	The organization routinely and continually scans its environment.	
16.	The organization typically responds promptly to threats and challenges.	
17.	The organization knows who its competitors are and has a defensive plan.	
18.	Organization leadership is clear about what kind of culture it desires.	
19.	The organization is clear about what business(es) it plans to be in.	
20.	The organization is clear about who its customers are or will be.	
21.	The organization is clear about what customer needs it intends to meet.	
22.	The organization is clear about what societal needs it intends to meet.	
23.	There is clarity about what specific businesses the organization intends to be in.	
24.	There is clarity among the organization’s leadership about how well the organization currently is performing.	
25.	There are milestones in place to keep track of how well the organization is doing in implementing its strategic plan.	
26.	The goals established by the strategic plan are attainable over time.	
27.	Each major component of the organization has its own strategic plan based on the overall strategic plan.	
28.	The organization’s leaders clearly demonstrate strategic thinking.	
29.	Elements of the strategic plan show clear sign of creativity.	
30.	The organization’s leaders are capable of making tough decisions and do.	
31.	In planning, the organization’s leaders typically challenge assumptions.	
32.	The leaders of the organization are not sentimental about any of the various lines of business in which the organization is involved.	
33.	Organizational leaders keep stressing the importance of executing the strategic plan.	
	<b>TOTAL SCORE</b>	

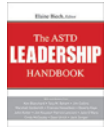
## APPLICATION

### Strategic Planning: A Leadership Imperative

You may use this questionnaire in a variety of ways. You can use it as an interview outline with one or more senior managers of an organization to assess the degree to which a strategic plan has been implemented. Or you may ask them to complete the questionnaire, then score and summarize the data, to be used later in a feedback session. Another potential use is to survey the entire organization with the questionnaire to determine where understanding of the plan and its implementation needs to be enhanced. In such a case, the work unit of the respondent would need to be added to the form.

### Interpretation

Scores	Meaning
33-51	There is little evidence that strategic planning has occurred or been implemented. Leadership needs to begin planning from scratch.
52-94	The evidence for strategic planning is spotty and the plan has not taken root. The reasons for this weak adoption of the plan require leadership exploration.
95-137	There is clear evidence that the plan is understood and implemented. There are, however, gaps in understanding or implementation that need to be identified and addressed by the organizational leadership.
138-165	There is widespread understanding of the plan, and it is being implemented. Leadership needs to celebrate its accomplishments.



## Tool 5-1. Checklist of Poor Personal Communication

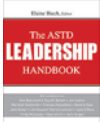
*Dianna Booher*

Based on Chapter 5, “Five Critical Communication Skills for Leaders of the Future,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** A checklist of ineffective communication symptoms.

Most leaders think they are excellent communicators. Everything they communicate is clear to them—or they wouldn’t have said it or written it that way. Unfortunately, your own understanding or response is not the best measure of effectiveness! Consider this checklist of symptoms that often surface to suggest the need for improvement in your own communication:

- ☐ Feeling that everyone agrees with and supports what you say, feel, and do most of the time
- ☐ Lack of input, questions, or feedback on your ideas presented in meetings
- ☐ Few or no ideas contributed in your meetings
- ☐ Inability to influence others to accept your ideas or change their viewpoint or behavior
- ☐ Seeing little or no behavioral change in people you’ve coached for improved performance
- ☐ Confusion about what you’re supposed to be doing
- ☐ Lack of understanding the “why” behind assigned projects and goals
- ☐ Thinking that what you do or say doesn’t really “change things” in the long run
- ☐ Nervousness or hesitancy about presenting new ideas to your boss, client, or strategic partners
- ☐ Ongoing conflict with peers or family
- ☐ Frequent rework
- ☐ Constant reminders from you to others to take action, meet deadlines, or send information
- ☐ Frequent requests for more information about topics or issues that you think you’ve already addressed sufficiently
- ☐ Feeling of disconnection and discomfort in one-on-one and small-group interactions
- ☐ Lack of positive feedback about your presentations or documents (from those not obligated to give it)



## Tool 6-1. Influence Scenario Exercise

*Gary Yukl*

Based on Chapter 6, “Influence Tactics for Leaders,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This exercise is designed to help you think about effective ways to use proactive influence tactics with subordinates and peers.

**Instructions:** Describe in detail what the agent in each scenario should say and do to influence the target person. If you believe that more than one type of influence tactic is appropriate, indicate how the tactics should be sequenced. Identify any assumptions you make about the target person's motives and concerns and the interpersonal relationship.



### **Scenario 1: Influencing a Subordinate**

The product manager wants to assign a new task to a specific subordinate who has the skills to do it well. The task is to conduct a study on ways to improve customer service, and it is important for the product manager to get this information. The subordinate is reluctant to do the task because it is only distantly related to his job and his other job responsibilities are already overwhelming. What should the manager say to influence the subordinate to carry out the task in an effective way?

### **Scenario 2: Influencing a Peer**

The research and development (R&D) manager is trying to complete a project to develop a new type of diagnostic instrument for medical laboratories. This project is important because the new instrument could be a major source of future profits for the company. To keep the project on schedule, the R&D manager needs the information services (IS) department to prepare a report earlier than initially expected. The R&D manager has no direct authority over the IS manager. What should the R&D manager say to influence the IS manager to complete the report quickly?

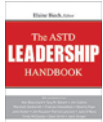
## Answer Key for Scenario Exercise: Notes on Relevant Tactics

### Scenario 1

- Collaboration would be useful to help the subordinate do the assignment (for example, offer help on other tasks or offer to postpone or reassign some tasks).
- Rational persuasion would be useful to clarify the importance of the assignment for the organization.
- Apprising may be useful to help clarify how the assignment would further the subordinate's career.
- Consultation may be useful to involve the subordinate in determining how the assignment could be done.
- Ingratiation may be useful to increase acceptance of the assignment (say that the subordinate is uniquely qualified to do it).
- An inspirational appeal may be useful if the assignment can be linked to values, such as concern for customer service, or loyalty to the organization.
- Exchange may be useful if offering an incentive (bonus or promotion) for successful performance of the assignment is feasible.

### Scenario 2

- Rational persuasion would be useful to clarify why the report is needed sooner than initially expected.
- Consultation may elicit ideas about possible ways to speed up the report.
- Collaboration may be useful if there is some way to help the IS manager do the report (for example, provide additional resources or assistance or postpone another assignment to make time).
- An inspirational appeal may be useful if successful completion of the project can be linked to target values.
- Exchange may be useful if there is something the R&D manager can offer that is sufficient to motivate compliance by the IS manager.
- A personal appeal may be helpful if the R&D manager has a close friendship with the IS manager.



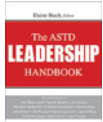
## Tool 7-1. John Kotter's Eight Stage Process

*John P. Kotter*

Based on Chapter 7, "Leading Change: A Conversation with John P. Kotter," in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Follow this eight-step process to ensure an orderly change that considers all the steps in the change process.

1. Establish a sense of urgency.
2. Create the guiding coalition.
3. Develop a vision and strategy.
4. Communicate the vision.
5. Empower employees.
6. Generate short-term wins.
7. Consolidate gains and produce more change.
8. Anchor new approaches in the culture.



## Tool 8-1. Checklist for Managing Talent

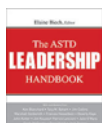
*Kevin Oakes, Holly Tompson, and Lorrie Lykins*

Based on Chapter 8, “Managing Talent,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this list to identify how your organization compares with the best practices of leading talent management companies.

Best practices of leading talent management companies:

- Employee movement or promotion is measured at the individual manager level.
- Managers of high-potential employees have specific objectives to meet regarding developing the high-potential employee.
- Managing high-potential employees is a reward for the manager.
- Low termination rates, low absenteeism rates, and high engagement scores are measured and rewarded at the team level.
- Managers who select or onboard high performers are rewarded.
- Managers who demonstrate success in recruiting and selection are included in selection teams for other areas as subject matter experts.
- Human resources leaders are rewarded for demonstrating impact on business outcomes.
- Human resources is measured on quality, ease, and effectiveness of talent management processes.



## Tool 8-2. Checklist of Common Talent Management and Financial Measurements

*Kevin Oakes, Holly Tompson, and Lorrie Lykins*

Based on Chapter 8, “Managing Talent,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this table to identify the most commonly used talent management and financial measures.

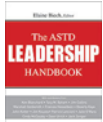
What do companies measure?

Termination or attrition	Turnover rates	81.3%
	Voluntary termination rate	81.0%
	Involuntary termination rate	78.5%
Revenue or income	Planned operating profit growth	76.2%
	Planned revenue growth	77.5%
	Sales or revenue	73.4%
Human resources	Payroll or labor expense as a percentage of total operating cost	72.6%
	Ratio of HR to total staff or ratio of employees to HR staff	66.9%
	HR expense, percent of company’s operating costs	59.1%
Training and development	Amount of dollars dedicated to employee training and development	73.0%
	Reactions of participants to training programs	70.8%
	Average training hours per employee	55.0%
Compensation	Total compensation as a percentage of revenue	71.7%
	Pay for performance or variable compensation (incentive awards, profit sharing) as a percentage of total compensation	61.9%
	Total cash compensation of high performers vs. market	43.3%

Source: *Taking the Pulse: HR Metrics Survey* by the Institute for Corporate Productivity (i4cp), © 2009. Permission granted to use with *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

Diversity	People metrics such as hiring, promoting, and terminating	64.1%
	Employee opinions or culture metrics	61.6%
	Compliance or completion rate of business diversity action plans	33.4%
Hiring/acceptance	Hiring cycle time (average days of open position) or time to fill positions	59.9%
	Planned headcount growth	59.6%
	Cost to fill	51.2%
Effectiveness	Satisfaction surveys	68.5%
	Employee engagement index or surveys	64.9%
	Audits	63.4%
Age	Average age of full-time employees	75.1%
	Percentage of employees eligible for retirement	65.1%
	Average age of part-time employees	51.0%
Output/cost measures	Total labor to cost revenue percent	55.1%
	Employee to productivity output ratio	27.7%
Promotions	Promotions from level to level	38.3%
	Promotions by demographics variables	27.7%
	Cycle time to full productivity	18.1%
Employee movement (lateral, upward, and downward)	Employee movement from job level, classification or rank	34.2%
	Measure by types of employee moves, including lateral, upward, downward, short-term, etc.	28.7%
	Employee movement by demographic variables	23.1%

Source: *Taking the Pulse: HR Metrics Survey* by the Institute for Corporate Productivity (i4cp), © 2009. Permission granted to use with *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

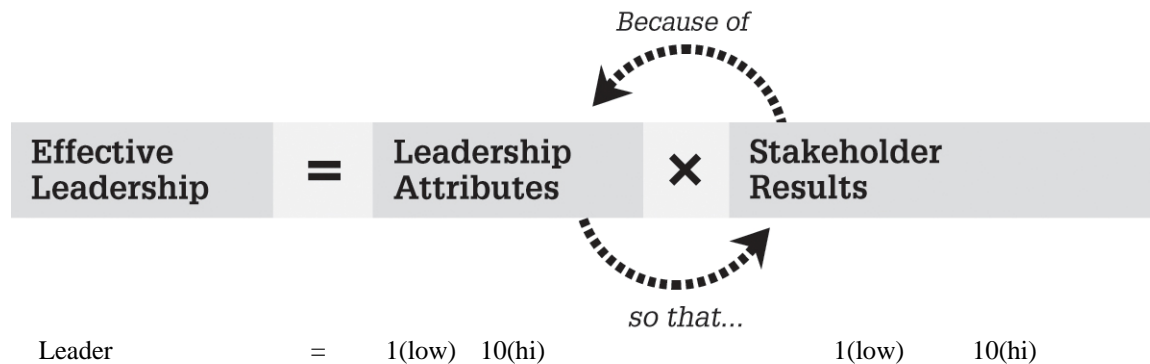


## Tool 9-1. The Virtuous Cycle of Attributes and Results

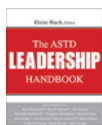
*Dave Ulrich and Norm Smallwood*

Based on Chapter 8, “Getting Results: Our Journey to Turn Leadership Competencies into Outcomes,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this chart to compare various leaders’ perspectives. Have participants think of several leaders. For example, consider these three democratic presidents: Jimmy Carter, Bill Clinton, and Barack Obama. On a scale of 1 to 10 (1 is low and 10 is high), rate each leader on attributes and results. Most score Clinton and Carter exactly the opposite—Clinton scores high on results and Carter scores high on attributes, giving them both a similar score. Obama tends to score high on both.



Leader	Leadership Attributes	Stakeholder Results	Total Score
Jimmy Carter			
Bill Clinton			
Barack Obama			



## Tool 10-1. Who's the Jerk at Work?

*Beverly Kaye and Sharon Jordan-Evans*

Based on Chapter 10, “Engaging and Retaining Talented People in Any Economy,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this self-assessment to measure your negative leadership behavior.

We asked dozens of people, “What do jerks act or look like?” (The book and movie *The Devil Wears Prada* certainly portrayed some of the worst of these behaviors, but our research found many more.) This checklist reflects what we heard. We dare you to score yourself.

### Behavior Checklist

**Instructions:** Score yourself on the following behaviors, using a 0-5 scale: 0 means you never act this way, and 5 means you often act this way.

Behavior	Rating (0-5)
Intimidate	
Condescend or demean	
Act arrogant	
Withhold praise	
Slam doors, pound tables	
Swear	
Behave rudely	
Belittle people in front of others	
Micromanage	
Manage up, not down	
Always look out for number one	
Give mostly negative feedback	
Yell at people	
Tell lies or “half-truths”	
Act above the rules	
Enjoy making people sweat	
Act superior to or smarter than everyone else	
Show disrespect	
Act sexist	
Act bigoted	
Withhold critical information	
Use inappropriate humor	
Blow up in meetings	

Source: *Love ‘Em or Lose ‘Em: Getting Good People to Stay*, 4<sup>th</sup> edition, by Beverly Kaye and Sharon Jordan-Evans. Copyright © Beverly Kaye and Sharon Jordan-Evans. Permission granted to use with *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD



<b>Behavior</b>	<b>Rating (0-5)</b>
Start every sentence with “I”	
Steal credit or the spotlight from others	
Block career moves (prevent promotion or hold onto “stars”)	
Distrust most people	
Show favoritism	
Humiliate and embarrass others	
Criticize often (at a personal level)	
Overuse sarcasm	
Deliberately ignore or isolate some people	
Set impossible goals or deadlines	
Never accept blame, let others take the hit	
Undermine authority	
Show lack of caring for people	
Betray trust or confidences	
Gossip or spread rumors	
Act as if others are stupid	
Have “sloppy moods” (when feeling down, take it out on others)	
Use fear as a motivator	
Show revenge	
Interrupt constantly	
Make “bad-taste” remarks	
Fail to listen	
Lack patience	
Demand perfection	
Break promises	
Second guess constantly	
Have to always be in control	
<b>TOTAL</b>	

**Note:** This assessment is a tool to help give you some insight, not a validated instrument. To learn more about these behaviors, check out our Jerk Survey at [www.keepem.com](http://www.keepem.com). The following interpretation guidelines are just that—guidelines.

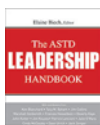
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## Interpretation Guidelines

- 0-20            Although you have a bad day now and then, you are probably not viewed as a jerk. Watch those behaviors for which you scored above a 3, and get more feedback from your employees.
- 21-60           Look out! You could be viewed as a jerk by some, at least in some situations. Commit to identifying and working on your jerk-like behaviors.
- 61 or more     You are at high risk for losing talent. Get more feedback and get some help (maybe a coach).

If you checked none of the behaviors on this assessment, either you're a saint, or you have a few blind spots. In other words, most of us do exhibit some of these behaviors some of the time. The question is, how many and how often? And what effect does your behavior have on the people who report to you? Often, leaders are the last to know that their style is off putting. Watch for drops in productivity, difficulty hiring, lateral moves out of your department, and of course turnover.

If you believe (or find out) that you often exhibit jerk-like behaviors, decide to change. This might just be the most important action you can take to keep your talent on your team.



## Tool 11-1. Decreasing Rank Orders of Learning Activities by Leader Level

*Tacy M. Byham and William C. Byham*

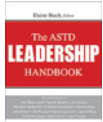
Chapter 11, “Leadership Development Strategy,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this table when considering what type of training is most effective when dispensing to different levels of supervisors.

Overall	First/ Middle	Higher/ Senior	Source of Learning
1	4	1	Supervisors at my company
2	1	3	Trial and error
3	2	4	Special work assignments
4	6	2	Coworkers (not including your supervisor) at my company
5	3	5	Observing others
6	7	7	Formal educational experiences
7	8	6	Reading
8	5	9	Formal on-the-job training
9	9	8	Formal training experiences
10	10	10	Professional colleagues at other organizations
11	11	11	Family and friends
12	12	12	Internet or online resources

**Note:** A rating of 1 = Most valuable experience.

Source: *The Impact of DDI Assessment Centers* by Development Dimensions International (DDI), © 2007. Permission granted to use with *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD.



## Tool 12-1. Competency Engagement Checklist

*Mark David Jones*

Based on Chapter 12, “Identifying Real-World Leadership Competencies,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this checklist to integrate leadership competencies into your organization’s operation for best-in-industry results.

### Step 1: Assemble Team and Clarify the Core

- ☐ Gather focus group
  - Influential role models
  - All functions represented
- ☐ Clarify the core
  - Values
  - Vision

### Step 2: Document List of All Relevant Processes or Deliverables

- ☐ Map process of exterior customer experience
- ☐ Map process of employee experience

### Step 3: Create Initial Competency List and Categorize

- ☐ Brainstorm list of knowledge and skills required to lead all aspects of the employee and customer experiences
  - Internal culture
  - External service/brand
  - Operational/financial
- ☐ Distill or simplify

### Step 4: Team Validation and Buy-In

- ☐ Establish process for communication and feedback
- ☐ Prepare focus group representatives to lead or support process
- ☐ Announce initiative or process to leaders throughout organization
- ☐ Create forum to communicate support or concerns
- ☐ Finalize competency list

### Step 5: Connect to the Operation

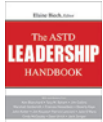
- ☐ Integrate new competencies into
  - recruitment
  - selection
  - training

### **Step 6: Create Accountability Infrastructure**

- ☐ Identify achievement goals
- ☐ Integrate new competencies into recognition
- ☐ Identify incentives

### **Step 7: Revisit, Learn, Celebrate, and Improve**

- ☐ Gather feedback regarding new competencies
- ☐ Assess relevancy and impact on the internal or external results
- ☐ Share information across entire leadership team
  - Celebrate the insights
  - Gather improvement ideas
- ☐ Implement improvement solutions



## Tool 13-1. Checklist for Avoiding Common Problems with Using 360-Degree Feedback

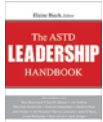
*Craig Chappelow*

Based on Chapter 13, “Worst Practices in 360-Degree Assessments: Why Feedback Fails” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this checklist to help your organization avoid the common problems associated with 360-degree feedback.

1. Is the purpose clear? Can everyone involved describe
  - ☐ Why?
  - ☐ Why now?
  - ☐ Why you?
2. Is the initiative designed *up*?
  - ☐ Processes give people credit for taking responsibility for outcomes
  - ☐ Participants have input on rater selection
  - ☐ Rules provide structure but allow for participant choice
3. Is the project size manageable?
  - ☐ Administrative duties have been clearly defined and assigned
  - ☐ Pilot group(s) have been identified and a feedback debrief scheduled
  - ☐ Feedback facilitators are identified and scheduled
4. Do senior executives support the initiative?
  - ☐ Human resources and training and development staff are clear on how the 360-degree assessment supports business drivers
  - ☐ Executives have been involved in competency development
  - ☐ Communication plan involving senior executives is in place
5. Is the organization ready for a 360-degree assessment process?
  - ☐ Confidentiality rules are in place and understood by all involved
  - ☐ Any previous issues with 360-degree assessments have been addressed and resolved
  - ☐ Measurement objectives, like competency models, are concise and clear

6. Has thorough consideration been made as to whether to build your own assessment or contract with a vendor?
  - ❑ Internal review of information technology capability and availability has been thoroughly reviewed
  - ❑ If external, vendor has similar assessment philosophy
  - ❑ Vendor has research-based content and robust assessment tools
7. Has a communication plan been developed?
  - ❑ A realistic timeline with clear milestones has been created
  - ❑ The purpose of the initiative has been made clear, particularly about confidentiality of data and anonymity of rater responses
  - ❑ All potential raters have been involved and exposed to an opportunity for rater training or orientation to the assessment
8. Are post-assessment plans in place?
  - ❑ Expectations of what participants are expected to do with their data is clear
  - ❑ Participants have an opportunity to meet with a feedback coach in a private, confidential one on one session
  - ❑ Expectations for creating a developmental plan are clear, as are the support mechanisms being provided by the organization



## Tool 14-1. Decision Tool for Identifying Ways in Which Leaders Can Serve as Mentors and Teachers

*Edward Betof*

Based on Chapter 14, “Leaders as Mentors and Teachers: Time-Tested Leadership Development Strategies,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** A decision tool that helps you guide your thinking to identify the best ways in which leaders can serve as mentors and teachers in your organization.

### Mentoring

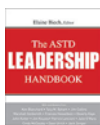
- Individual or one-to-one mentoring
- Group mentoring
- Mentoring circles
- Peer assist
- Mentoring for the masses

### Teaching

Leaders can contribute in more than 50 ways as teachers within five general categories:

- identifying learning needs and learning solution design
- live teaching
- teaching through the use of media and technology
- preprogram and postprogram teaching and coaching to drive application and learning impact
- recruiting, training, coaching, and mentoring leader-teachers.





## Tool 15-1. Developmental Assignment Plan Template

*Ellen Van Velsor*

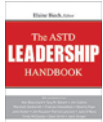
Based on Chapter 15, “Learning on the Job,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This tool will assist you in mapping out a strategy for development opportunities.

Developmental Assignment Plan
Developmental Assignment:
Time Frame:
Target of Development:
Skills, Behaviors, Actions to Practice: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Resources to Access: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Relationships to Put in Place: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

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<b>Developmental Assignment Plan</b>
Other Strategies: <ul style="list-style-type: none"><li>•</li><li>•</li></ul>



## Tool 15-2. Questions to Ask to Facilitate Learning from a Developmental Assignment

*Ellen Van Velsor*

Based on Chapter 15, “Learning on the Job,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** A useful tool to assess personal competencies and reveal potential learning gaps.

### *About yourself*

What strengths do I bring to this job? What will help me?  
What are my development needs? What might hinder me from being successful?  
What aspects of this job might be particularly challenging for me? For example, is the role clear or ambiguous? Will I have the authority I need? How might I overcome any obstacles?  
What can I learn from this job? What do I want to learn?  
What might make it difficult for me to learn?  
What kind of help or advice am I likely to need?  
What are my career goals? How does this job relate to those?

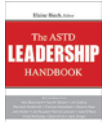
### *About the assignment*

What are the organization’s goals for me in this job?  
What are my own goals in this job?  
How does this job fit with the organization’s mission, values, and goals?  
What do I know about the tasks, responsibilities, and challenges of this job?  
What are my direct reports, boss, and peers like?  
Am I likely to encounter any resistance? How might I overcome that?  
Who can help me and provide support?  
What other resources do I have available?  
Is there anything I would change about this assignment?

Source: Adapted from “Job Assignments” by Patricia Ohlott, in *The Center for Creative Leadership Handbook of Leadership Development*, 2<sup>nd</sup> ed. Copyright © 2004 The Center for Creative Leadership. Permission granted to use with *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

*During and after  
the assignment*

How can I monitor my learning? For example, will I keep a journal, find a learning partner, or seek feedback?  
What am I learning? Anything I did not expect?  
What am I not learning that I had hoped I would? Why?  
How will I know I have learned what I wanted and needed to learn?  
What was the most challenging part of this assignment for me?  
What did I do when I felt particularly challenged? How did I behave? What was the result?  
What will I do differently if faced with a similar situation in the future?  
What mistakes have I made? What have I learned from them?  
What was my greatest success? What contributed to it? What did it teach me?  
What are my next steps? How can I take better advantage of the learning opportunities in my next assignment?



## Tool 15-3. Enhancing Learning on the Job

*Ellen Van Velsor*

Based on chapter 15, “Learning on the Job,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** A checklist to determine how to enhance individual learning in organizations.

### Assessment

- Help individuals become clear about what they want or need to learn, for their current assignment or their next or future ones.
- Use assessments (360-degree and self-assessments) to provide baseline, enhance awareness of strengths and development needs, and assess readiness for learning.
- Use reflection techniques: journaling, after action reports, and end of assignment transition reports. Work to build a culture that supports reflection and values learning.
- Use other kinds of tools periodically—for example, key events questions as dialogue tool (see Tool 15-2 for an example).

### Challenge

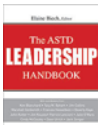
- Encourage managers to play a key role in direct reports’ career planning processes and to work with them to match developmental challenges to learning goals.
- Provide and encourage a variety of career experiences and job tasks for every individual.
- Train people to reflect and learn when opportunities present themselves.
- Think about scale in job assignments—for example, start ups are valuable at all levels but start small and build.
- Create practices or climate that help people reflect on their experiences together on a regular basis. Model this and have managers model it.
- Use coaching to challenge leaders to step back and reflect when difficulty is encountered or success is achieved. Reinforce success when behaviors or skills are achieved.

### Support

- Intentionally use developmental relationships in combination with assignments and classroom training.
- Create holding environments for learning—for example, support groups for people who are facing challenges that are new to them or alumni groups from programs.

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- Create processes to link classroom training and leadership development programs to job assignments and developmental relationships.
- Provide training to all employees on how to give and receive feedback so individuals feel they can provide good feedback to individuals attempting to learn or change and a climate for development is created.
- Use coaching to help people digest and connect learning from more informal events (good or bad bosses, mistakes) to learning from formal assignments—external coach necessary for some, such as good or bad bosses and perhaps mistakes and career setbacks—consider when a boss might be the best coach and when an external coach would be preferable.
- Create forums where people can share what they have learned and experts can share rules of thumb for dealing with certain kinds of challenge or situations.
- Create opportunities for effective learners to share strategies for extracting learning from new experiences or situations—find ways to train people in the process of learning and problem solving.
- Tailor the type of support to the need—supporting assignments is different from supporting mistakes, which is different from supporting bad boss experiences.



## Sample Mini-Survey

*Marshall Goldsmith*

Based on Chapter 16, "Coaching Leaders to Lead," in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this sample mini-survey as a guide to create your own questions for coaching leaders.

Do you believe this person has become more (or less) effective *in the past six months* on the following items? (Please circle the number that best matches your estimate of any change in effectiveness.)

### Team Items:

1. Clarifies roles and expectations with fellow team members.....	-3	-2	-1	0	1	2	3	NCN	NI
2. Supports the final decision of the team (even if it was not his/her original idea).....	-3	-2	-1	0	1	2	3	NCN	NI

### Individual Items:

1. Genuinely listens to others.....	-3	-2	-1	0	1	2	3	NCN	NI
2. Strives to see the value of differing opinions.....	-3	-2	-1	0	1	2	3	NCN	NI

How has this person followed-up with you on areas that he/she has been trying to improve? (Check one)

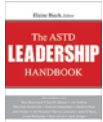
- ☐ No Perceptible Follow-Up  
☐ Little Follow-Up  
☐ Some Follow-Up  
☐ Frequent Follow-Up  
☐ Consistent (Periodic) Follow-Up

What can this individual do to become a more effective team member?

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## Tool 18-1. What Inspiring Leaders Do Differently

*Jack Zenger, Joe Folkman, and Scott Edinger*

Based on Chapter 18, “Unlocking the Mystery of Inspiring Leadership,” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This list will help you define 10 behaviors and qualities that set inspiring and motivating leaders apart from the rest. Use it to take a big-picture look at yourself or other leaders.

**The 10 behaviors fall into three arenas: attributes, behaviors, and emotions.**

- **Attributes** are broad and general qualities:
  - Role model
  - Change champion
  - Initiative.
- **Behaviors** are discrete and actionable:
  - Stretch goals
  - Clear vision and direction
  - Communication
  - Developing people
  - Teamwork
  - Innovation.
- **Emotions** are an energy source that makes other things move.





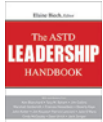
## Tool 19-1. Leaders' Personal Beliefs

*Bill George*

Based on Chapter 19, "The Authentic Leader," in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this list of thought-provoking questions to explore your own or other leaders' personal beliefs:

- What are your 10 core leadership values that exist inside the inner of the two concentric circles that Amory Houghton explores?
- Think of five contemporary leaders whom you admire. What can they teach you about leadership? What could you teach them?
- Consider the past year. Did you make a decision that you wouldn't want to see on the cover of *The New York Times*? If so, what can you and your team do differently moving forward?
- Do a gut check. Are you being honest with yourself and your team when tough times or mistakes occur, or are you glossing over them and focusing on only the good points?
- What are the last five tough decisions you made? Rate your authenticity in handling those circumstances.



## Tool 20-1. Trust Index

*Priscilla Nelson and Ed Cohen*

Based on Chapter 20, “Leading in Turbulent Times” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this tool to assess yourself on leadership traits.

A saying in Hindi, *Satyameva Jayate*, means truth alone triumphs. Be transparent; speak the truth all the time. If you have built a trusting relationship with people before the turbulent times then they will want to give you the benefit of the doubt.

Rate yourself on the following trust factors, using a scale of 1 to 5 (1 = not at all, 2 = below average, 3 = average, 4 = above average, and 5 = role model). You can also use the Trust Index to have others assess you.

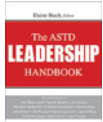
Trust Factors	1	2	3	4	5
1. Acknowledges individual and team contributions.					
2. Builds strong relationships with team members.					
3. Regularly communicates with team members.					
4. Shares information, whether positive or negative, with team members.					
5. Conducts skip level meetings to enhance approachability.					
6. Emphasizes collaborative decision making.					
7. Chooses not to collude in the blame game.					
8. Ends rumors before they start.					
9. Is able to detect and “call out” deception.*					
10. Acts as brand ambassador for the organization					

\*In *Survival of the Savvy: High-Integrity Political Tactics for Career and Company Success*, published by Free Press, Marty Seldman and Rick Brandon provide excellent information on how to detect deception.

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**Total the choices and review the recommendations below:**

45-50	Role Model: Explore opportunities to teach others
40-44	Above Average: Explore opportunities to leverage strengths
35-49	Average: Explore opportunities for development
<35	Issues



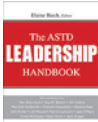
## Tool 21-1. The Ethics Check

*Ken Blanchard*

Based on Chapter 21, “Leadership Ethics and Integrity for the 21<sup>st</sup> Century” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this checklist to test the ethics of your decision making.

1. *Is it legal?*  
Will I be violating either civil law or company policy?
2. *Is it balanced?*  
Is it fair to all concerned in the short term as well as the long term? Does it promote win-win relationships?
3. *How will it make me feel about myself?*  
Will it make me proud?  
Would I feel good if my decision was published in the newspaper?  
Would I feel good if my family knew about it?



## Tool 22-1. Trends Shaping Future Leadership Attributes

*Karie Willyerd and Jeanne Meister*

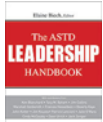
Based on Chapter 22, “Trends Shaping Future Leadership Attributes” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This tool is a diagnostic tool to help you align future business conditions with leadership skills and competencies.

These Future Business Conditions:	Require This Leadership Capability:	Demonstrated By These Behaviors:
<ul style="list-style-type: none"> <li>• Working with competitors on projects</li> <li>• Complex markets</li> <li>• Working across geographies and cultures</li> </ul>	Collaborative mindset	<ul style="list-style-type: none"> <li>• Demonstrates respect for the opinions of others, no matter what job level</li> <li>• Identifies and pushes for solutions that benefit as many as possible</li> <li>• Takes into account the organization as a whole when making decisions</li> <li>• Openly shares goals with others to increase alignment, cooperation, and opportunities to collaborate</li> </ul>
<ul style="list-style-type: none"> <li>• Millennials become the majority of the workforce</li> <li>• Knowledge drain from Baby Boomers leaving the workforce</li> <li>• Lack of right skill sets graduating from universities</li> </ul>	Developer of people	<ul style="list-style-type: none"> <li>• Shares information and own expertise with others to enable them to accomplish goals</li> <li>• Creates a learning environment on the job</li> <li>• Provides resources to facilitate learning and development opportunities</li> <li>• Acts as an advocate, coach, mentor, constructive critic, and door opener to advance the career development needs of the people in the organization</li> </ul>
<ul style="list-style-type: none"> <li>• The ubiquity of social technologies</li> <li>• Increasing pace requirements for getting products to</li> </ul>		<ul style="list-style-type: none"> <li>• Identifies the communication methods used by all ages in the workplace</li> <li>• Uses tools such as wikis, blogs, virtual spaces, and</li> </ul>

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These Future Business Conditions:	Require This Leadership Capability:	Demonstrated By These Behaviors:
<ul style="list-style-type: none"> <li>market</li> <li>The influx of a generation of workers comfortable with the use of social technologies as a main form of communication</li> </ul>	Digitally confident	<ul style="list-style-type: none"> <li>social networking tools to communicate both synchronously and asynchronously with employees</li> <li>Seeks to use communication technologies to collaborate, innovate, and motivate</li> </ul>
<ul style="list-style-type: none"> <li>The increasing role of government in regulating financial and corporate markets</li> <li>Millennials need to work at a place that values goals beyond profits</li> <li>Increasing global awareness of the need to preserve the environment</li> <li>Shareholder activism regarding social responsibility</li> <li>Increasing diversity mix of customers</li> </ul>	Global citizen	<ul style="list-style-type: none"> <li>Seeks ways to collaborate with local governments and non-governmental agencies on business agendas</li> <li>Ensures positive community impact through active participation in community events</li> <li>Minimizes impact to the environment</li> <li>Strong advocate of workforce diversity mix</li> <li>Sensitive to doing business across cultures, geographies, and time zones</li> </ul>
<ul style="list-style-type: none"> <li>Pace of change in the marketplace</li> <li>Technological advances</li> <li>BRIC countries emerging as global business powerhouses</li> <li>Generational shifts in the marketplace and workplace</li> </ul>	Anticipates and builds for the future	<ul style="list-style-type: none"> <li>Scans the environment and interacts directly with customers to anticipate shifts</li> <li>Prepares long-range plans incorporating mega-shifts</li> <li>Preserves some investment in annual budgets that will pay out over the long term</li> <li>Builds a 10-year talent development pipeline</li> </ul>



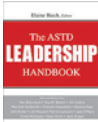
## Tool 23-1. Checklist for Avoiding Derailment

*William A. Gentry*

Based on Chapter 23, “Derailment: How Successful Leaders Avoid It” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this checklist to identify steps leaders can take to avoid derailment.

- Enhance self-awareness.
  - Understand whether you see yourself the way others see you.
  - Understand your strengths and weaknesses.
  - Become aware of your work and life circumstances.
  - Be open to formal and informal feedback.
- Have a learning mind set and be willing to improve.
- Foster work relationships.
  - With upper management above you.
  - With your direct reports below you.
- Nurture a supportive work environment.
- Adopt certain managerial skills.
  - Participative management.
  - Political skill.
- Have a good balance between work and personal life.



## Tool 25-1. Nine Steps to Becoming a Globally Savvy Leader

*Stephen H. Rhinesmith*

Based on Chapter 25, “Globally Savvy Leaders” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use these nine steps to guide you to become a globally savvy leader.

Learn to manage global complexity by

- developing a global mindset
- driving for a broader picture
- balancing paradoxes.

Learn to manage global diversity by

- developing cultural self-awareness
- developing cultural empathy
- leading and developing diverse talent.

Learn to manage global uncertainty by

- clarifying important values
- balancing money and meaning
- becoming a globally responsible leader.





## Tool 26-1. Clarifying Your Goals for Development: Tool for Leaders

*Marian N. Ruderman*

Based on Chapter 26, “Women in the Lead” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This tool presents a way for you to assess which of the five themes that influence the development of women is most prevalent for you.

The following is a list of possible goals for development. Please skim the entire list and select the 15 items that seem most relevant to you. Place a check mark next to those items.

- ☐ 1. Dropping the mask I’ve been putting on at work.
- ☐ 2. Learning from experience, including mistakes.
- ☐ 3. Placing greater importance on friendships.
- ☐ 4. Being more honest with myself.
- ☐ 5. Learning to say “no.”
- ☐ 6. Taking a calculated risk.
- ☐ 7. Taking more time for myself.
- ☐ 8. Understanding my organization and how I fit in.
- ☐ 9. Overcoming barriers in my way.
- ☐ 10. Finding what’s missing in my life.
- ☐ 11. Further developing my networks.
- ☐ 12. Getting “unstuck.”
- ☐ 13. Finding a mentor or mentors.
- ☐ 14. Clarifying my values and needs.
- ☐ 15. Having good sounding boards.
- ☐ 16. Taking charge of my life.
- ☐ 17. Feeling more whole.

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- ☐ 18. Attaining greater self-understanding.
- ☐ 19. Being part of a congenial group.
- ☐ 20. Using my power more effectively.
- ☐ 21. Finding more time for my loved ones.
- ☐ 22. Developing my own definition of success.
- ☐ 23. Developing my relationships with co-workers.
- ☐ 24. Identifying patterns in my life.
- ☐ 25. Attaining at least one closer and deeper relationship.
- ☐ 26. Using feedback more effectively.
- ☐ 27. Not taking difficult work situations so personally.
- ☐ 28. Being more effective while remaining true to my values.
- ☐ 29. Becoming more influential.
- ☐ 30. Accepting inevitable conflicts in my life.
- ☐ 31. Making my dreams a reality.
- ☐ 32. Trusting my own judgment.
- ☐ 33. Freeing myself from the tyranny of perfection.
- ☐ 34. Finding my own leadership style.
- ☐ 35. Being a better advocate for myself.

## Scoring Sheet

**Scoring Instructions:** Transfer your check marks to the appropriate lines below. Note that items are not in numerical order. Total the number of check marks in each section to obtain your score on each theme. Scores can range from 0-7. The higher your score, the more prominent that theme is in your developmental goals. You may see a couple of themes emerge clearly, or you may find relevance to your goals spread across the themes.

### Authenticity

1. \_\_\_\_\_  
4. \_\_\_\_\_  
22. \_\_\_\_\_  
28. \_\_\_\_\_  
31. \_\_\_\_\_  
32. \_\_\_\_\_  
34. \_\_\_\_\_  
**Total** \_\_\_\_\_

### Self Clarity

2. \_\_\_\_\_  
8. \_\_\_\_\_  
14. \_\_\_\_\_  
18. \_\_\_\_\_  
24. \_\_\_\_\_  
26. \_\_\_\_\_  
27. \_\_\_\_\_  
**Total** \_\_\_\_\_

### Connection

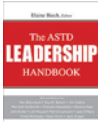
3. \_\_\_\_\_  
11. \_\_\_\_\_  
13. \_\_\_\_\_  
15. \_\_\_\_\_  
19. \_\_\_\_\_  
23. \_\_\_\_\_  
25. \_\_\_\_\_  
**Total** \_\_\_\_\_

### Wholeness

5. \_\_\_\_\_  
7. \_\_\_\_\_  
10. \_\_\_\_\_  
17. \_\_\_\_\_  
21. \_\_\_\_\_  
30. \_\_\_\_\_  
33. \_\_\_\_\_  
**Total** \_\_\_\_\_

### Agency

6. \_\_\_\_\_  
9. \_\_\_\_\_  
12. \_\_\_\_\_  
16. \_\_\_\_\_  
20. \_\_\_\_\_  
29. \_\_\_\_\_  
35. \_\_\_\_\_  
**Total** \_\_\_\_\_



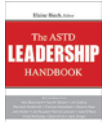
## Tool 27-1. Guidelines for Positive Feedback

*Joanne G. Sujansky*

Based on Chapter 27, “Leading Across Generations” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** These four guidelines for positive feedback are useful regardless of which generation you are leading.

- **Be as specific as possible.** Generic feedback isn’t worth the paper it’s printed on. Telling an employee to keep up the good work is just not specific enough. However, telling an employee what he or she did well and specifically why it was effective is the ideal way to reinforce behavior you wish to see repeated.
- **Discuss the ramifications.** Don’t count on employees to understand the big picture. Just because you compliment their efforts doesn’t mean they understand how that contributes to the bottom line. Take the time to educate them as to how their behavior has a payoff for the organization.
- **Ask for feedback.** This isn’t a one-way conversation if you’re smart. Give your employee a chance to discuss how he or she accomplished the success. It’s a great way of reinforcing his or her efforts and building confidence.
- **Tell them thanks.** Most of the time the two words that employees seldom hear—which can have a profound effect—are “thank you.” Try them. These two words can work wonders.



## Tool 27-2. Cross-Generational Model for Giving Corrective Feedback

*Joanne G. Sujansky*

Based on Chapter 27, “Leading Across Generations” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this cross-generational model to provide results-oriented constructive feedback.

When an employee’s behavior becomes a problem, it’s necessary for leaders to give him or her corrective feedback. Too often leaders prefer to think “a word to the wise” is sufficient, and they tend to give feedback that is vague and confusing. Employees of each generation appreciate it when you give feedback that is specific and timely. You need to specify the problem, define the consequences of the problem if uncorrected, and explore the desired new or changed behaviors. Conclude the feedback with a follow-up plan and your employee, regardless of generation, will be grateful for the feedback.

### 1. The Problem

*What is often said:*

“Your performance isn’t acceptable. You need to improve.”

*What you need to say:*

“I’m very happy with many of the things that you’ve been doing, such as (Give specific examples). However, if you improve (List behaviors), it will be good for you and for the organization.”

### 2. The Consequences

*What is often said:*

“If you don’t improve your performance there will be consequences.”

*What you need to say:*

“I understand what you intended. If you do \_\_\_\_\_, you will be more successful. Otherwise there will be consequences such as \_\_\_\_\_.”

### **3. The New Behavior(s)**

*What is often said:*

“Let’s make sure it doesn’t happen again.”

*What you need to say:*

“If you do \_\_\_\_\_, you can make a stronger impact. What ideas do you have for improvement? What are you willing to commit to?”

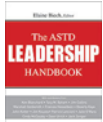
### **4. The Follow-Up**

*What is often said:*

“We’ll talk about this again at a later time.”

*What you need to say:*

“Let’s agree to review progress on the changes that you committed to make by \_\_\_\_\_.”



## Tool 28-1. Diversity Paradigm Tool

*Kay Iwata, Juan T. Lopez, and Julie O'Mara*

Based on Chapter 28, "Leading for Diversity" in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** The following self-assessment checklist will help you gain insight into the personal beliefs and values that drive your diversity attitudes and behaviors, thereby enabling you to increase your diversity competence.

### *Diversity Paradigm Assessment Tool*

**A set of beliefs and values that drive attitudes and behavior towards diversity.**

#### **Instructions:**

The following chart lists 20 common beliefs about diversity. Select the 10 statements you most agree with by placing a check mark in the column to the right of the statement. You are limited to ten.

I believe that...			
1. To be successful, people need to conform to the norms of the dominant group. "When in Rome do as the Romans do."		11. Stereotyping still creates barriers for people in my organization.	
2. Merit doesn't mean you will succeed.		12. The cream always rises to the top.	
3. People are really all the same.		13. The playing field is not level.	
4. The past is the past, but accrued benefits and losses as a result of the past are still being experienced today.		14. In terms of roles and responsibilities, what really matters is how well I perform on the technical aspects of my job.	
5. The key to success with diversity is culture change.		15. The past is the past, and people need to stop using it as an excuse.	

6. There is a business case for diversity, and it is the right thing to do.		16. To be successful, people need to conform to certain norms as they relate to requirements but not to all the norms of the dominant group.	
7. The ultimate goal of diversity is to have a workplace that fully utilizes the diverse talents of all employees.		17. The ultimate goal of diversity is to have more women and people of color represented in upper management.	
8. We have a level playing field.		18. How well I develop, motivate, and fully utilize people is critical to my success.	
9. There is no business case for diversity, but it is the right thing to do.		19. People have many things in common but also have important differences.	
10. The key to success with diversity is recruitment.		20. Stereotyping is not a behavioral issue in my organization.	

### Scoring

Ten of these 20 beliefs lead to behaviors that minimize diversity and 10 lead to behaviors that leverage diversity.

The behaviors that minimize diversity are numbers 1, 3, 8, 9, 10, 12, 14, 15, 17, 20.

The behaviors that leverage diversity are numbers 2, 4, 5, 6, 7, 11, 13, 16, 18, 19.

In the total column in the boxes below write how many items you checked that indicate you tend to minimize diversity and how many you checked that indicate you tend to leverage diversity.

Minimizing	Total
1, 3, 8, 9, 10, 12, 14, 15, 17, 20	

Leveraging	Total
2, 4, 5, 6, 7, 11, 13, 16, 18, 19	

### Interpretation and Development

Research indicates that leveraging diversity beliefs are essential to being diversity-competent. If you want to change your diversity paradigm to increase the number of your values and beliefs that leverage diversity, you first need to make a decision that you want to do that. Changing your values and beliefs is not easy, but it can be done. Generally the process starts with receiving feedback from others so you know where to focus your development. In the arena of diversity and inclusion, receiving feedback from others is crucial because individuals are often unaware of how their actions may affect people who come from different backgrounds and cultures and hold different perspectives than they do. Participation in a 360-degree feedback process would be ideal. One based on the POWER competencies is available from K. Iwata Associates, Inc. If you



can't participate in a 360-degree diversity and inclusion process, then begin by asking others who interact with you to describe your behaviors related to the POWER competencies. From that follow a combination of reading and learning more about diversity and inclusion, continuously asking for feedback, and practicing new behaviors that are in alignment with the POWER competencies.

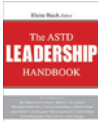
Below, for your convenience, is the list of beliefs in two columns that show those that minimize and those that leverage diversity.

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***Diversity Paradigm***

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<b>Minimizing Diversity/Inclusion Beliefs</b>	<b>Leveraging Diversity Inclusion Beliefs</b>
To be successful, people need to conform to the norms of the dominant group. "When in Rome do as the Romans do."	To be successful, people need to conform to certain norms as they relate to requirements but not to all the norms of the dominant group.
The cream always rises to the top.	Merit doesn't mean you will succeed.
The past is the past and people need to stop using it as an excuse.	The past is the past, but accrued benefits and losses as a result of the past are still being experienced today.
People are really all the same.	People have many things in common but also have important differences.
The ultimate goal of diversity is to have more women and people of color represented in upper management.	The ultimate goal of diversity is to have a workplace that fully utilizes the diverse talents of all employees.
Stereotyping is not a behavioral issue in my organization.	Stereotyping still creates barriers for people in my organization.
In terms of roles and responsibilities, what really matters is how well I perform on the technical aspects of my job.	How well I develop, motivate, and fully utilize people is critical to my success.
The key to success with diversity is recruitment.	The key to success with diversity is culture change.
There is no business case for diversity, but it is the right thing to do.	There is a business case for diversity, and it is the right thing to do.
We have a level playing field.	The playing field is not level.



## Tool 29-1. Tree of Life

*Lyndon Rego, Steadman D. Harrison III, and David G. Altman*

Based on Chapter 29, “Why Leadership Development Should Go to School” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** A self-empowerment exercise to help individuals and/or groups explore how they can achieve and create their desired future using their skills and resources.

**Time:**

30 minutes – 1.5 hour, depending on size of group

**Participants:**

Can be done individually or by small groups of people who have a shared identity

**Supplies:**

For individuals: Blank sheets of paper for individuals. Colored pens and pencils.

For groups: Flip chart paper, whiteboard, or chalkboard. Colored markers.

**Instructions:**

1. Ask the participants to draw and label their strengths, resources, values in the form of roots of a tree (see the example at the end of this tool). *Artistic treatments are encouraged!*
2. Next, ask the participants to draw and label their hopes, dreams, and aspirations in the form of branches of a tree.
3. Ask the participants to draw and label the trunk of the tree to symbolize what will help them achieve their dreams. Note that the trunk grows from the roots.

**Optional:**

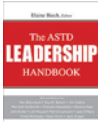
4. Ask participants to write in what can threaten or destroy their tree.
5. Ask participants to draw the ground around their roots and note what external nutrients and additions can help nourish their tree, in the way that fertilizer, water, and the sun nourish a real tree.

**Debrief:**

1. Ask participants to share their tree with another person (or the entire group if a small group).
2. In the group ask any volunteers to share what they discovered through the exercise—about themselves, about the other person, and what they need to focus on to achieve their dreams.
3. Invite participants to journal to capture any key takeaways.
4. In a program, participants may voluntarily display their trees on a wall or table for others to browse.

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## Tool 30-1. 10 Diagnostic Questions for a Successful Immersion Program

*Lawrena Colombo and John Verderese*

Based on Chapter 30, “Growing Tomorrow’s Leaders for the Worlds of 2020” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** These diagnostic questions provide you with the 10 critical aspects of developing a successful leadership immersion program.

### Leadership

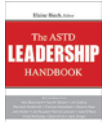
1. Is one or more members of the executive leadership (that is, the C suite) an advocate of the program and are all members sufficiently familiar to be able to endorse it?
2. Will participants in the program have the opportunity to interact with one or more members of the executive leadership during their immersion?
3. Do program administrators and sponsors have appropriate access to executive leadership to ensure program design and content remain aligned with changes to organizational strategy?

### Organizational

4. Are participants in the program freed from substantially all of their normal job responsibilities so they can maximize their experience?
5. Are records kept to track participant retention, performance, and promotion—with an ability to compare results with total peer grouping—over the long term?
6. Is the program appropriately advertised in the organization such that all qualified individuals have an opportunity to be nominated or self-nominate in order to achieve fairness and a meritocracy?
7. Have program sponsors and advocates had appropriate discussions with financial leaders about measurement and metrics such that expectations are set with respect to length of time to realize a measurable return on investment?

### Behavioral

8. Does the immersion program push participants out of their comfort zone in one or more of the following ways: Geographically, functionally, linguistically, socio-economically?
9. Does a mechanism exist such that participants can avoid undue pressure from current supervisors who may be unwilling to encourage participation?
10. Is there appropriate celebration, recognition and immediate leverage of new skills when a person returns from an immersion program?



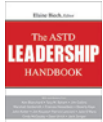
## Tool 31-1. Essentials for Good Leadership

*John Lockard*

Based on Chapter 31, “A Military View of Leadership in the Private Sector” in *The ASTD Leadership Handbook*.

**Purpose:** A checklist of essential leadership qualities for effective leadership in any organization.

- ☐ Know yourself
- ☐ Know your people and take care of them
- ☐ Create a vision others can see with passion to go there with you
- ☐ Communicate effectively—both ways
- ☐ Set the example—never forgetting what got you here
- ☐ Align expectations and set boundaries
- ☐ Play the hand you are dealt
- ☐ Be inclusive, but decisive when it is time for action
- ☐ Don't be dissuaded by risk—manage it



## Tool 32-1. Political Savvy Skills for Effective Leadership in the Federal Government

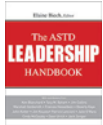
*Will Brown*

Based on Chapter 32, “Leading in the Public Sector” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** This list will help you define four key behaviors that ensure mid- to upper-level leaders are effective in the federal government, or in any organization where political savvy is required. Use it to take a big-picture look at yourself or other leaders.

1. I recognize and use the power I already have.
  - I acknowledge the correct level of power I possess.
  - I conduct adequate research before taking action.
  - I limit the amount of deliberation time before making decisions.
  - I appropriately balance having enough information and making timely decisions.
2. I manage meetings effectively by “getting people out of the room.”
  - I have a clear purpose for every meeting I call.
  - I do more listening and resist talking in the meetings I attend.
  - I look for the commonalities within disagreements.
  - I meet individually with other leaders to acquire early buy-in.
3. I implement the “elevator diplomacy” concept.
  - I recognize the potential power in recognizing the issues and option that others view as a win-win.
  - I know that power comes from the ability to get people to voluntarily agree to comply.
  - I accept my leadership role in brokering a solution between other leaders.
  - I realize that as a leader I need to negotiate a solution that is in the best interests of my organization.
4. I make decisions easy for my senior leaders.
  - I deliberately think of all the issues surrounding the recommendation that will be important to my senior leader.
  - I accept that I will be more successful if I present a plan that allows other leaders to participate in the final decision.
  - I recognize that decisions are more likely to be carried out if the leaders have ownership.
  - I understand that if there are complications or possible disagreements, I need to prepare my senior leaders for them.

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## Tool 33-1. Cultural, Philosophical, and Ideological Influences on Chinese CEOs' Thinking

*Cheng Zhu*

Based on Chapter 33, “Chinese ‘Sheng Yi’: Reinterpreting Challenges for Leaders” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

**Purpose:** Use this chart to compare the philosophy and ideology of major Chinese thought systems.

## Cultural, Philosophical, and Ideological Influences on Chinese CEOs' Thinking

	<i>Confucianism</i>	<i>Bing Jia</i>	<i>Daoism</i>	<i>Legalism</i>	<i>Communism</i>	<b>Quantitative Studies</b>
<b>Assumptions</b>	One can cultivate the innate goodness of human beings.	One can achieve maximum results with minimal time and at least cost.	One can balance Yin and Yang (the opposite governing forces in the universe) to achieve social harmony.	"Individuals are evil, and human interactions are focused on exchange relationships."	All historical growth, change, and development results from the struggle of opposites, especially the class struggle.	Survey results can be extrapolated to the sample population—middle-level Chinese business leaders.
<b>Key Principles about Leadership Competencies</b>	Emphasis on the morality of leaders. Leaders should be role models for establishing moral order. Humaneness "involves sympathy and empathy." "Ritualism"; leaders "comply with established social norms" and serve as a "model for the populace." Sense of righteousness and propriety. Wisdom.	The best strategy is to win wars without engaging in physical battle (i.e. to foil an adversary's plot). Self-image, purpose, continuous effort, responsibility, knowledge, achievement-orientation, loyalty.	Emphasis on authenticity of leaders. "Leaders should shun glory and wealth to keep the spirit free." The "doctrine of inaction" discourages leaders from intervening in daily leadership activities. Leaders create a self-leading and self-sustaining organizational culture.	Emphasis on wisdom and its combination with cunning. Leaders should follow three principles: law, tactic, and legitimacy. That is, leaders should use penal law, political technique, and authority to maintain control. Political strategist. Art of rulership. Enlightened despotism behind realpolitik.	Leaders should know and use followers appropriately and gain their trust and confidence. Emphasis on pragmatism and efficiency (e.g. Deng's quotes: "Do not argue"; "Cat theory"; "Practice is the sole criterion for testing truth.") Be creative, upright, and self-disciplined, and have qualities of revolutionaries: youth, knowledge, and expertise.	Effective leaders are morally sound. Attend to organizational performance. Care about subordinates. Efficient in attaining goals. Have interpersonal competence (which encompasses American perceptions of leaders' sensitivity, attractiveness, and charisma.) Versatility. Participative leadership is viewed less positively in China than the United States



	<i>Confucianism</i>	<i>Bing Jia</i>	<i>Daoism</i>	<i>Legalism</i>	<i>Communism</i>	<b>Quantitative Studies</b>
<b>Key Ideas about Leadership Development</b>	Leadership development is a life-long process. Wisdom and maturity develop at a later age. Daily self-reflection as means to continuous improvement. <i>Zhong Yong</i> or golden way: non-extreme ways of leading with morality, wisdom, and mental cultivation.	Leaders should frequently practice principles from <i>The Art of War</i> to foster a good habit of thinking and acting. Proverb: “The more you sweat in peacetime, the less you bleed in war.”	Leaders should develop the ability to use a transcendental way of approaching seemingly antithetical views.	Leaders should learn political technique.	Leaders should have the courage to emancipate their minds. Leaders should be creative. Leaders should think dialectically and have a long-term vision and a big picture view.	NA
<b>Similar Western Theories or Practices</b>	Transformational leadership	Results-based leadership	Authentic leadership	“Self-authoring” leaders through the lens of Kegan’s (1984) constructive-developmental theory	NA	Multiple intelligences (Gardner, 1999) and leadership. Transformational and value-based leadership. Charismatic leadership