hundreds of other notable researchers and leading thinkers, has added not only a unique perspective but also a corroborative perspective that there is value in creating a universal target of leadership success. In Exhibit 2.2, you will see the Leadership Wheel of Success™, a universal target of leadership success that is not particularly unique in some respects but truly unique in others.

The *outer core* consists of the nine strategic and tactical leadership competencies and skills you must possess to be successful as a leader now and in the future:

1. Critical thinking
2. Decision making
3. Strategic thinking
4. Emotional leadership
5. Communication skills
6. Talent leadership
7. Team leadership
8. Change leadership
9. Drive for results

The *inner core* consists of the intrapersonal and interpersonal elements that strongly impact how effectively you acquire and cultivate the nine outer-core leadership competencies. Usually, people see, experience, and pass judgment on your outer core. The inner core, though critical in driving the outer core,

EXHIBIT 2.2:   **JOHN MATTONE'S WHEEL OF LEADERSHIP INTELLIGENCE™**

EXHIBIT 3.1:   **JOHN MATTONE PARTNERS' LEADERSHIP WHEEL OF SUCCESS™**

elements, including what was just discussed: your reference reservoir and belief system. But it also includes your value system, within which I always see your elements of character play out. Once you have isolated your value system, you have also isolated your character; these two facets are intertwined and cannot be separated. In Mark Rutland's, book, *Character Matters*, he defines character:

> The word *character* is from a Latin root that means "engraved." A life, like a block of granite carved upon with care or hacked at with reckless disregard, will in the end be either a masterpiece or marred rubble. Character, the composite of values and virtues etched in that living stone, will define its true worth. No cosmetic enhancement and no decorative drapery can make useless stone into enduring art. Only character can do that.

THE SIX ELEMENTS OF CHARACTER

Character has six elements:

1. Courage
2. Loyalty
3. Diligence
4. Modesty
5. Honesty
6. Gratitude

EXHIBIT 4.1: **THE ENNEAGRAM**
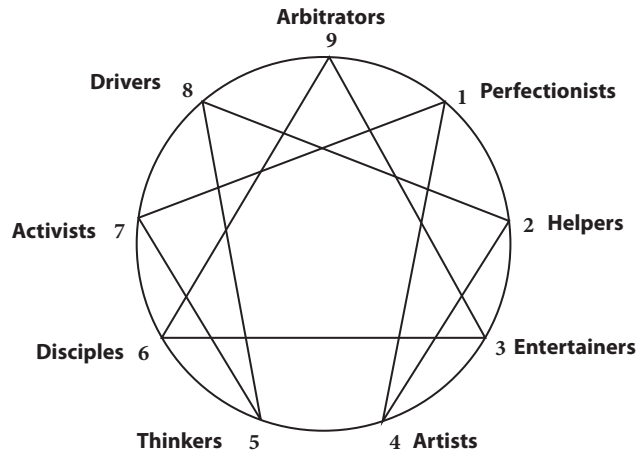
corresponds to a distinct way of thinking, feeling, and behaving. Thus, people at different points on the enneagram view the world and interact with it differently. The enneagram continues to be used after thousands of years because of one simple reason: It works.

The enneagram offers notable advantages over other psychological assessments. The main advantage of the enneagram is that it identifies the strengths relative to the maturity level associated with a leader's inner core attributes—thoughts, feelings, values, beliefs, and behavioral tendencies. The enneagram correlates with other well-known personality and behavioral assessments that are based on the five-factor theory (e.g., Myers-Briggs, DISC, and Hogan); however, the enneagram provides more granular detail regarding leadership maturity and further defines clear development paths so that leaders can more accurately define and target their development goals and strategies.

Many other approaches to leadership development focus primarily on changing behaviors and may result in only short-term changes. Without understanding why they act the way they do, leaders may fall back to their original behavioral patterns after a while. Falling back on old habits is more likely to occur in stressful and uncertain situations, the very types of situations that characterize most workplace environments today. Thus, interventions that focus solely on behavioral change are likely doomed to fail. Only by understanding the underlying reasons for your actions can lasting change occur.

APPENDIX
A

Strategic-Tactical Leadership Index™ (STLI)

A Self-Assessment and/or 360-Degree Assessment for:
[Your Name]

STRATEGIC-TACTICAL LEADERSHIP INDEX™ SURVEY

Introduction
Welcome, and thank you for your valued participation in this Strategic-Tactical Leadership Index™ Survey. The purpose of this survey is for you to gain candid and specific information about your leadership effectiveness. Your feedback

will be used to provide insight into your interpersonal strengths as well as potential areas for improvement.

This is a valuable and enlightening process for even the most successful professional. Thank you again for your participation.

About the Competencies: Your feedback is requested in nine categories. Please read each description, and circle the rating you believe best describes your colleague. Additionally, please provide comments for each section that present a picture of specific behaviors your colleague exhibits and your reactions to these behaviors.

Competencies Addressed:

1. Critical thinking
2. Decision making
3. Strategic thinking
4. Emotional leadership
5. Communication skills
6. Talent leadership
7. Team leadership
8. Change leadership
9. Drive for results

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Rating Scale

Use the rating scale below to rate your colleague's effectiveness in each category. If you are using the STLI as a self-assessment, simply rate your own effectiveness.

Description	Rating
Ineffective: Demonstrates incorrect behavior in this area or does not demonstrate this behavior at all.	1
Somewhat effective: Demonstrates this behavior inconsistently and with minimal success.	2
Effective: Demonstrates this behavior with consistency and regular success.	3
Very effective: Demonstrates this behavior with extreme consistency and with extraordinary success.	4
Most effective: Among the best of the best in this area. A model for others.	5
Does not apply to colleague.	N/A

Examples

Motivation: Example 1

My colleague is motivated by:

①	2	3	4	5	N/A

1. Improving the lives of others.
   Comments: John is often seen and heard making rude comments about our customers. One customer actually overheard John say how annoying it was to take care of the customers and that customer left our business promising to tell everyone she knew not to visit our organization again.

Motivation: Example 2

My colleague is motivated by:

1	2	3	4	⑤	N/A

2. Improving the lives of others.
   Comments: Maria is completely dedicated to improving the lives of others. I have seen her on numerous occasions put aside her personal desires to meet the needs of others. I once heard a customer say that Maria spent three hours waiting with her after the offices were closed to go over her personal legal documents at no *extra* charge.

STRATEGIC-TACTICAL LEADERSHIP INDEX™ SURVEY

Section 1: Critical Thinking

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
1. Recognizes the important assumptions that underlie their own position as well as the positions advanced by others.	1	2	3	4	5	N/A
2. Analyzes information and positions advanced by others objectively and accurately.	1	2	3	4	5	N/A
3. Questions the validity of supporting evidence and understands how emotion can influence the situation.	1	2	3	4	5	N/A
4. Able to bring diverse information together that logically follows from the available evidence.	1	2	3	4	5	N/A
5. Able to avoid overgeneralizing to other situations based on available evidence.	1	2	3	4	5	N/A
6. Raises vital questions, formulating them clearly and precisely.	1	2	3	4	5	N/A
7. Comes to well-reasoned conclusions and solutions, testing them against relevant standards.	1	2	3	4	5	N/A
8. Ability to adjust their own position based on relevant information and data.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.	*Comments:*
	_____ _____ _____ _____

Section 2: Decision Making

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
9. Collects, analyzes, and utilizes accurate data from multiple relevant sources (i.e., Head).	1	2	3	4	5	N/A
10. Objectively assesses the impact of alternative decision scenarios based on the accurate data collected.	1	2	3	4	5	N/A
11. Makes decisions that are accepted by a wide audience and are aligned with the core values of the organization (i.e., Heart).	1	2	3	4	5	N/A
12. Has a trustworthy "Gut" and instinctively knows the right course of action and effectively removes obstacles that might impede its implementation.	1	2	3	4	5	N/A
13. Possesses clear access to "Head," "Heart," and "Gut" so the decisions stands the test of time and scrutiny.	1	2	3	4	5	N/A
14. Understands and respects the organization's expectations regarding how decisions are made and executed.	1	2	3	4	5	N/A
15. Understands and utilizes the decision-making lines of authority as well as delegates decision making when and where it is appropriate.	1	2	3	4	5	N/A
16. Effectively balances the situations and many factors—for example, time, risk, and strategic priorities—into the final decision.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.

Comments:

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Section 3: Strategic Thinking

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
17. Knows the business environment (e.g., industry trends, market conditions, competition, expectations and needs of customers, etc.).	1	2	3	4	5	N/A
18. Knows the organization (e.g., structure, systems, people, products, services, technologies, financial picture, strengths and weaknesses, etc.) as a foundation for creating and communicating a compelling future.	1	2	3	4	5	N/A
19. Develops a values-based, inspiring, and realistic vision that engages others.	1	2	3	4	5	N/A
20. Defines a viable mission for the unit based on organization's vision, the relevant strengths and limitations of the organization/unit, as well as the current and future needs of the customer base.	1	2	3	4	5	N/A
21. Is personally aligned and connected to the strategic mission of the organization.	1	2	3	4	5	N/A
22. Creatively crafts strategies that are aligned with important market conditions, vision of the organization, the systems and structure, and the available talent that exists.	1	2	3	4	5	N/A

23. Effectively translates strategies into goals that are specific, measureable, achievable, realistic, and time limited.	1	2	3	4	5	N/A
24. Uses a measurement philosophy and approach to ensure that goals are accomplished.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.	*Comments:* _____ _____ _____ _____

Section 4: Emotional Leadership

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
25. Demonstrates a strong self-awareness.	1	2	3	4	5	N/A
26. Demonstrates a strong self-concept and character as a foundation for effectively working through challenges.	1	2	3	4	5	N/A
27. Demonstrates the ability to use positive thinking and emotions as a foundation for working through challenges.	1	2	3	4	5	N/A
28. Creates a positive culture through the use of optimism and honesty.	1	2	3	4	5	N/A
29. Is considerate of others' feelings when or before taking action.	1	2	3	4	5	N/A
30. Practices the "platinum rule"—treats people the way they want to be treated.	1	2	3	4	5	N/A
31. Understands that different people have different needs, values, and aspirations.	1	2	3	4	5	N/A
32. Proactively considers the impact of own behavior or decisions on other people.	1	2	3	4	5	N/A

| Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors. | *Comments:* |

Section 5: Communication Skills

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
33. Displays an open and approachable style.	1	2	3	4	5	N/A
34. Communicates accurate information in a clear and timely manner.	1	2	3	4	5	N/A
35. Represents and articulates viewpoints in a way that positively influences communication.	1	2	3	4	5	N/A
36. Presents opinions accurately and persuasively, both one-on-one and to a group.	1	2	3	4	5	N/A
37. Finds common ground to accommodate conflicting needs/wants of different stakeholders.	1	2	3	4	5	N/A
38. Gives full attention to others when they are communicating and accurately processes what is said with a minimum of personal bias.	1	2	3	4	5	N/A
39. Provides honest, clear, and respectful feedback to others and voluntarily solicits feedback from others.	1	2	3	4	5	N/A
40. Responds to conflict with a problem-solving, nonblaming approach that produces successful outcomes.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.	*Comments:*
	_____
	_____
	_____
	_____

Section 6: Talent Leadership

In team interactions, my colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
41. Knows (and applies) the competencies that truly differentiate success for all key roles before making important human resource decisions.	1	2	3	4	5	N/A
42. Recognizes that the human capital asset is the most important asset in the organization.	1	2	3	4	5	N/A
43. Utilizes a variety of selection/promotion tools (i.e., assessments, interviews, etc.) to accurately determine an individual's capability for assuming a new role.	1	2	3	4	5	N/A
44. Connects quickly and consistently with individuals and the team to consider the work preferences, values, capabilities, and their engagement levels in order to make necessary adjustments as time goes on.	1	2	3	4	5	N/A
45. Accurately and effectively identifies the A, B, and C players based on performance, potential, and readiness.	1	2	3	4	5	N/A
46. Provides appropriate rewards and opportunity (i.e., recognition, money, promotions, etc.) based on relative performance, potential, and readiness to assume other roles.	1	2	3	4	5	N/A

47. Creates individual development plans that target both the strengths that need to be sustained and the development needs that each individual needs to focus on.

1	2	3	4	5	N/A

48. Provides targeted development (e.g., on-the-job experiences, coaching, and training programs) that enable individuals to become the best they can be.

1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.

Comments:

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Section 7: Team Leadership

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
49. Demonstrates versatility while providing a consistent sense of direction for the team.	1	2	3	4	5	N/A
50. Develops a collaborative and inspiring team vision that is aligned with the mission, strategy, goals, and tactics.	1	2	3	4	5	N/A
51. Effectively structures the work to be accomplished, using structure and work flow, so that employees can perform their best without confusion or unnecessary obstacles.	1	2	3	4	5	N/A
52. Creates by word and action—a culture in which people feel valued and team members support one another.	1	2	3	4	5	N/A
53. Ensures that the customer is kept at the forefront, including establishing excellent relationships with vendors and suppliers.	1	2	3	4	5	N/A
54. Fosters a culture in which trust is the foundation for team success.	1	2	3	4	5	N/A
55. Fosters a culture in which team members can talk openly and honestly and conflict can emerge in an unfiltered way.	1	2	3	4	5	N/A
56. Creates a culture in which the team can commit to decisions—putting aside their differences—and hold each other accountable for results.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.	*Comments:*
	_____
	_____
	_____
	_____

Section 8: Change Leadership

My colleague:

	Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
57. Convinces others of the need for change due to critical organizational objectives.	1	2	3	4	5	N/A
58. Provides an anchor for others in time of change by reaffirming key values and goals.	1	2	3	4	5	N/A
59. Perceives barriers to change and helps remedy them.	1	2	3	4	5	N/A
60. Works with others to create a common vision for change or team effectiveness rather than doing it independently.	1	2	3	4	5	N/A
61. Solicits input from others in resolving issues that impede change/team progress.	1	2	3	4	5	N/A
62. Clearly defines a clear vision and set of values that captures the essence of why change is required.	1	2	3	4	5	N/A
63. Effectively creates and implements a plan and process for achieving desired change.	1	2	3	4	5	N/A
64. Effectively leads and manages change while managing the day-to-day business/operations.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.	*Comments:*
	_____
	_____
	_____
	_____

Section 9: Drive for Results

My colleague:

		Ineffective	Somewhat Effective	Effective	Very Effective	Most Effective	Not Applicable
65.	Is decisive in thought and action.	1	2	3	4	5	N/A
66.	Strives to set and achieve ambitious goals rather than settling.	1	2	3	4	5	N/A
67.	Overcomes potential stumbling blocks to achieve an objective.	1	2	3	4	5	N/A
68.	Is passionate about doing what is required to achieve breakthrough results.	1	2	3	4	5	N/A
69.	Shows energy and perseverance over the long term; is a marathoner.	1	2	3	4	5	N/A
70.	Maintains discipline when disruptions might detract attention from key objectives.	1	2	3	4	5	N/A
71.	When faced with limited resources, is able to focus on key objectives.	1	2	3	4	5	N/A
72.	Is disciplined when attacking tough issues.	1	2	3	4	5	N/A

Please provide frank and specific feedback concerning this individual's observable behaviors and your reactions to those behaviors.

Comments:

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APPENDIX

B

The STLI Developmental Strategies

Competency	Skill	Development Strategy
Drive for Results	Setting high standards and motivating others to excel	Emphasize the importance of meeting or exceeding individual and team goals, and how doing so impacts the business. Convey excitement and energy around goals (the more enthusiastic you are about the goals, the more committed others will be to achieving them and supporting you).
		Create an environment where team members understand that excellent performance is rewarded and often recognized with new opportunities.
		Expect the best from your people and you're more likely to get it. Research shows that low expectations lead to low performance, even when leaders don't think they're communicating a lack of confidence.

Competency	Skill	Development Strategy
		Look for opportunities to increase team and individual performance expectations over time. Competition and customer expectations are always increasing, and last year's performance level may not be good enough for next year's success.
		Set an example of excellence by the hours you work, the energy you display, and driving for continuous improvement.
		Identify a leader in your company who comes across as being really excellent and who brings out the best in others. Make a list of the specific behaviors that he/she uses, and incorporate some of them into your own style.
		Don't ask team members to do things you aren't willing to do yourself. Personally perform routine tasks occasionally to demonstrate that everyone's work is important and that you are willing to pitch in to help the team succeed.
		Act with commitment, excellence, and integrity in everything you say and do.
		Drive by Dan Pink (Riverhead Trade, 2011).
		True Professionalism: The Courage to Care About Your People, Your Clients and Your Career by David H. Maister (Free Press, 1st Touchstone Ed., 2000).
		The 7 Habits of Highly Effective People by Steven R. Covey (Simon & Schuster, 2005).
		Motivational Management: Inspiring Your People for Maximum Performance by Alexander Hiam (American Management Association, 2002).
		Peak Performers: How to Get the Best from Yourself, Your Coworkers, Your Staff by National Seminars (Career Press, 2001).
		Coaching for Commitment: Interpersonal Strategies for Obtaining Superior Performance from Individuals and Teams by Dennis C. Kinlaw (Pfeiffer, 1999).
Team Leadership	Holding people and teams accountable for achieving results	Define the requirements and performance standards for the products and services your group produces, collectively and for individuals.
		Ensure each employee has clear objectives/expectations and understands the role he/she plays in achieving the team's goals.
		Ask your employees if they will be able to meet their goals; gain their commitment. Recognize/reward individuals when they proactively seek (or at least willingly accept) higher performance goals.

Competency	Skill	Development Strategy
Talent Leadership/ Communication Skills	Providing feedback and coaching to help others develop	If you see performance start to slip below established goals, step in quickly to ensure employees know what the goals are and that they are accountable for achieving them.
		In turbulent times, employees are apt to become preoccupied with issues beyond their performance goals. Keep them focused on their goals, but be sensitive to the concerns they may be dealing with.
		Meet with your team and discuss the best ways to improve the accountability for goals. Remember that ultimately you want to build a culture where everyone on the team holds each other accountable for results, not just you.
		Keeping Employees Accountable for Results: Quick Tips for Busy Managers by Brian Miller (AMACOM, 2006).
		Advantage by Patrick Lencioni (Josey-Bass, 2012).
		The Leadership Challenge, 4th ed. by James M. Kouzes and Barry Z. Posner (Jossey-Bass, 2007).
		Results-Based Leadership by Dave Ulrich et al. (Harvard Business School Press, 1999).
		The Five Dysfunctions of a Team by Patrick Lencioni (Josey-Bass, 2002).
		Provide immediate feedback whenever possible. Focus on specific, concrete behaviors and results. When pointing out an ineffective behavior, describe the correct behavior that should replace it.
		Go out of your way to catch people doing things right, and reinforce those behaviors or results. Don't focus only on the negatives or only managing by exception.
		Create opportunities for more feedback to occur. Set up periodic meetings for your team, and debrief at the end of major projects.
		Rather than merely providing quick solutions to problems yourself, guide others through issues or problems in a way that enables them to solve such problems on their own in the future.
		View your primary role as a leader as being one of helping your team and individual team members be successful, and not just someone who enforces policies. Your success as a leader depends on each of them being successful.
		Encourage your team members to come to you when they have questions or problems, and thank them when they do that, even when you're busy with other matters. Issues and problems that don't get surfaced and resolved just become bigger and eventually impact productivity and quality.

Competency	Skill	Development Strategy
Talent Leadership	Dealing effectively with employee performance problems	Share your knowledge with your team. Teaching others is a good way to further develop your own knowledge and skills. This also encourages the team to utilize you as a teaching resource.
		Powerful Performance Management by John Mattone (AMACOM, 2012).
		Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships by Ellen A. Ensher and Susan E. Murphy (Jossey-Bass, 2005).
		Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life by Laura Whitworth, et al. (Davies-Black Publishing, 2007).
		The One Minute Manager by Kenneth H. Blanchard and Spencer Johnson (William Morrow, 2001).
		Giving Feedback to Subordinates (Center for Creative Leadership) by Raoul J. Buron and Dana McDonald-Mann (Jossey-Bass, 2007).
		Coaching, Mentoring and Managing: Breakthrough Strategies to Solve Performance Problems and Build Winning Teams by Micki Holliday (Career Press, 2001).
		One of the most difficult aspects of being a manager is dealing with performance problems. Don't be timid about asking for advice from your manager, other experienced leaders, or HR. In handling really tough situations, it's often helpful to get input on your plan before you take action.
		Become thoroughly familiar with whatever policies and procedures your company has for handling disciplinary problems, especially with respect to documentation. Check with your HR department if you're unsure. Inconsistency, and not following the proper steps, can lead to serious negative consequences.
		Follow these guidelines when managing a performance issue: (1) Describe specifically what behaviors or results are deficient, and explain why improvement is necessary (e.g., impact on the business); (2) ask the employee for his/her ideas on causes of the problem and how it might be corrected; (3) gain commitment that the agreed-to actions will be taken (ask whether he/she thinks the problem will then get corrected; if the answer isn't a clear yes, then rework the plan); (4) follow up on their performance, and be sure to recognize and reinforce any improvements.

Competency	Skill	Development Strategy
Communication/ Team Leadership/ Emotional Leadership	Dealing with conflict situations.	Confront performance problems early. Leaders tend to delay confronting problems, hoping they'll resolve themselves, but that's not in the best interest of the business or the employee.
		Be honest in giving feedback and don't sugarcoat things. Give people the feedback they need, even when it's difficult.
		When dealing with a performance problem, attack the problem, not the person, and get the employee involved in determining how to resolve the problem.
		Make sure the employee understands that responsibility for correcting a performance problem is in his or her hands, not in yours. But also explain that you will provide support as needed.
		Fails to Meet Expectations: Successful Strategies for Reviewing Underperforming Employees by Corey Sandler and Janice Keefe (Adams Media Corporation, 2007).
		Growing Great Employees: Turning Ordinary People into Extraordinary Performers by Erika Andersen (Portfolio Hardcover, 2006).
		Improving Employee Performance Through Appraisal and Coaching by Donald L. Kirkpatrick (AMACOM, 2005).
		Improving Employee Performance Through Workplace Coaching: A Practical Guide to Performance Management by Earl Carter (Kogan Page, 2005).
		Difficult Conversations by Douglas Stone et al. (Penguin, 2010).
		Crucial Conversations by Kerry Patterson et al. (McGraw-Hill, 2011).
		When you seem to be in a conflict situation, before disagreeing with the other person, restate what you believe to be his/her opinion. Ensure that conflict is not simply a matter of misunderstanding or miscommunication.
		Determine whether a conflict is being caused by differences in goals, competition for resources, failure to communicate, disagreement over standards, or something else. Then deal with the cause of the conflict, not the symptoms.
		Focus on facts and issues, not personalities. Approach conflict situations rationally, not emotionally.
		Encourage your staff to resolve conflicts themselves and not always come to you for resolution (but be ready to step in when it's necessary).

Competency	Skill	Development Strategy
		If the collaboration among groups reporting to you isn't as good as you'd like, meet with the group leaders to see whether a conflict or other issues are causing the problem. As you lead the discussion, get people to focus on the overall goals for your unit and the company.
		Plan your negotiations in advance; understand the position of others, what's important to them, and what's important to you.
		During negotiations with another group, focus on the objectives you have in common and strive for win-win solutions.
		When negotiating, get clear in your own mind in advance what you're willing to give up and what you can't. Make concessions as necessary to achieve outcomes that will be best for the company overall.
		Emotional Intelligence by Daniel Goleman (Bantam, 2005).
		Conflict Management: A Communication Skills Approach by Deborah Borisoff and David A. Victor (Allyn & Bacon, 1997).
		Working Through Conflict: Strategies for Relationships, Groups and Organizations By Joseph P. Folger et al. (Addison Wesley, 1996).
		Mastering Business Negotiation: A Working Guide to Making Deals and Resolving Conflict by Roy J. Lewicki and Alexander Hiam (Jossey-Bass, 2006).
		Negotiating Skills for Managers by Steven Cohen (McGraw-Hill, 2002).
		Seal the Deal: 130 Surefire Negotiating Strategies by Leonard Korn et al. (W. W. Norton, 2004).
Talent Leadership	Identifying and retaining talent	Identify the key talent in your unit, that is, employees who have significant potential to advance and make a greater contribution to the business and employees whose retention is critical. Be sure not to overlook newer, lower-level employees.
		For each high-potential employee, create a fast-track development plan to accelerate their growth. Work with each employee to tailor the plan to their particular needs and career aspirations. Make sure the plans are challenged and developing.

Competency	Skill	Development Strategy
		Be creative in identifying development opportunities—on-the-job growth through increased responsibilities, special assignments or task forces, formal training programs inside and outside the company, assigning a special mentor, and cross-functional job rotations.
		Without making commitments that may not be fulfilled, clearly communicate to high-potential employees that they have a good future with the company. (Don't assume they already know it!)
		Be attentive to the job/company/career satisfaction of all your employees, but particularly for highly talented people whose departure would be a significant loss. If you detect any sign of dissatisfaction, take timely action to address the problem.
		Work closely with HR and actively participate in the talent review process, if your organization has one.
		Be a champion of your people and openly communicate with your manager, management above him/her, and HR about the capabilities of your key people. Don't hold on to talent because you need them in your unit. In the long run, getting your top people promoted will benefit both you and the business.
		Make sure subordinate leaders in your unit are also placing emphasis on nurturing talent in their teams. And you do that by setting goals in this area, following up as you would with any goal, and providing support as needed.
		The Deadly Sins of Employee Retention by Mark Murphy and Andrea Burgio-Murphy (BookSurge Publishing, 2006).
		Love 'Em or Lose 'Em: Getting Good People to Stay by Beverly Kaye and Sharon Jordan-Evans (Berrett-Koehler, 2005).
		Winning the Talent Wars: How to Build a Lean, Flexible, High-Performance Workplace by Bruce Tulgan (W. W. Norton, 2002).
		Talent Leadership: A Proven Method for Identifying and Developing High-Potential Employees by John Mattone (AMACOM, 2012).
		Grow Your Own Leaders: How to Identify, Develop, and Retain Leadership Talent by William C. Byham et al. (Prentice Hall, 2002).

Competency	Skill	Development Strategy
Emotional Leadership/ Talent Leadership	Creating the conditions where employees are challenged and engaged	Look for opportunities to increase your employees' authority and accountability. As their capabilities increase, give them decision-making responsibility in areas for which your approval was formerly required.
		Add new tasks to jobs to widen the variety of skills needed. This will reduce boredom and increase motivation. Look for opportunities to assign tasks to individuals that are out of their typical comfort zone.
		Remember that empowerment means sharing both responsibility and authority. Responsibility without authority isn't fair to employees, and authority without responsibility is dangerous for you.
		Recognize that job enrichment—changing jobs to make them more challenging and satisfying—is a technique that can lead to higher quality work and greater commitment.
		When you do give team members increased responsibility and authority, be sure to follow up and provide support as needed. And be tolerant of mistakes as people try out new skills.
		Focus your feedback and recognition on skills development in addition to performance results. If a team member did just okay on an assignment but learned something new in the process, then that's worthy of your attention.
		Let people know how important they are to your team and to the business, and do so frequently.
		Growing Great Employees: Turning Ordinary People into Extraordinary Performers by Erika Andersen (Portfolio Hardcover, 2006).
		The Enthusiastic Employee: How Companies Profit by Giving Workers What They Want by David Sirota et al. (Wharton School Publishing, 2005).
		The Coaching Revolution: How Visionary Managers Are Using Coaching to Empower People and Unlock Their Full Potential by David Logan and John King (Adams Media Corporation, 2004).
		Strengths-Based Leadership by Tom Rath (Gallup, 2005).
		Zapp!: The Lightning of Empowerment: How to Improve Quality, Productivity, and Employee Satisfaction by William Byham and Jeff Cox (Fawcett Books, 1998).

Competency	Skill	Development Strategy
Strategic Thinking/ Critical Thinking	Setting clear priorities for the unit	Document the unit's goals and priorities and provide a copy to all your employees. Focus on those goals that are most important to the company.
		Update goals and objectives when company priorities change or when the resources you have available change.
		Track progress against the unit's goals on an ongoing basis and initiate corrective action when necessary.
		Prioritize problems in terms of (1) the impact they have on the business and (2) how important it is that they be solved soon.
		Look for opportunities in your unit to eliminate work or tasks that aren't really necessary or adding value.
		Periodically review your priorities with your manager to ensure they are aligned with the company's goals.
		Getting Organized at Work: 24 Lessons for Setting Goals, Establishing Priorities, and Managing Your Time by Kenneth Zeigler (McGraw-Hill, 2008).
		Blue Ocean Strategies by W. Chan Kim and Renee Mauborgne (Harvard Business Review Press, 2005).
		The Innovator's Dilemma by Clayton Christensen (Harper Business, 2000).
		Good to Great by Jim Collins (Harper Business, 2001).
Decision Making/ Critical Thinking	Using financial and quantitative data to make decisions	If you don't know how to interpret basic financial statements (e.g., balance sheet, profit and loss), or if you don't understand basic financial measures (e.g., ROI), then look for a course your company offers or an outside course that you can take to shore up your skills in these areas.
		Work with your manager or someone from the finance department to increase your understanding of the budgeting process and financial statements as they are used in your organization.
		Become an expert in being able to interpret and draw correct conclusions from whatever financial or other quantitative measures are used to measure performance in your area.
		To the extent possible, base your decisions on financial and quantitative data, rather than going with subjective judgments.

Competency	Skill	Development Strategy
Critical Thinking	Identifying the underlying causes of problems	Practice translating financial or other quantitative data into meaningful charts and graphs. This will deepen your understanding of the principles behind all the numbers.
		Look for ways to quantify things that were only treated qualitatively in the past. Even if they're not perfect measures, you'll be able to better track trends over time.
		Judgment in Managerial Decision Making, 6th ed. by Max H. Bazerman (Wiley, 2005).
		Management by Measurement: Designing Key Indicators and Performance Measurement Systems by Fiorenzo Franceschini et al. (Springer, 2007).
		By the Seat of Your Pants: The No-Nonsense Business Management Guide by Tom Gegax and Phil Bolsta (Expert Pub., 2005).
		Practical Financial Management: A Guide for Today's Manager by Dmitri Faguet (Wiley, 2003).
		Even You Can Learn Statistics: A Guide for Everyone Who Has Ever Been Afraid of Statistics by David M. Levine and David F. Stephen (Prentice Hall, 2004).
		Think about these questions when addressing a problem: when it began, who was involved, who wasn't, what makes the problem better/worse, is it recurring, and how often does it occur? Look for trends or common patterns.
		Consider when the problem occurs and, just as important, when it doesn't occur. This can often provide new insight into causes.
		Devote enough time to collecting and analyzing information the next time you are faced with an important decision to make or problem to solve. Decide what you will do based on this information, rather than just relying on your gut feeling.
		Don't fixate on a single solution. Make a list of several possible solutions, and then evaluate the pros and cons of each one.
		On complex problems, collect quantitative data and analyze it in terms of causes. It often happens that only one or two things are causing 90% of the problems.
		Pay special attention to recurring problems. This sometimes indicates that the solution you've tried in the past has treated only the symptoms. Dig deeper to uncover the real causes.
		Dive right into challenging issues. Decide on the minimum amount of information you need in order to make a quality decision, and then move forward.

Competency	Skill	Development Strategy
Emotional Leadership/ Communication	Asserting own ideas and persuading others	*101 Creative Problem Solving Techniques: The Handbook of New Ideas for Business,* rev. ed., by James M. Higgins (New Management Publishing, 2005).
		Asking the Right Questions: A Guide to Critical Thinking, 8th ed., by N. Browne and S. Keeley (Prentice Hall, 2006).
		Creative Problem Solving by Thomas Dombroski (iUniverse, 2000).
		Smart Choices: A Practical Guide to Making Better Decisions by John S. Hammond et al. (Broadway, 2002).
		The Art of Original Thinking: The Making of a Thought Leader, 9th ed., by Jan Phillips (Element Press. 2006).
		Present your opinions forcefully and directly. Avoid phrases like "Don't you think...?", "It seems to me...", "Maybe I'm wrong, but.... "You can be firm and direct without being abrasive.
		Organize your persuasive reasoning around only three to five main points, and summarize those points when you've finished. Work to build commitment to what you are proposing.
		Check on the degree of commitment you have actually achieved. Sometimes people will give nonverbal signals that they agree with you, but, when you ask them, they'll give you a different story.
		Defend your ideas in a positive manner and don't become defensive. Deal directly with challenges, but focus on the facts and rationale, not on the person challenging you.
		Become a true expert in your area; learn everything you can. Displaying confidence and self-assurance becomes easier and is more credible when you know more about the subject matter than anyone else.
		Form a positive mental image of yourself as being competent and successful, and keep this image in mind as you interact with others. Over time, your behaviors will change to match the image and you will display more confidence.
		Don't be a yes-person. Decide what is right and stand up for it. Don't allow yourself to be swayed by what others would like you to say. Don't be intimidated by the status of higher-level managers (but be respectful).
		Be careful that displaying modesty (which is a virtue) doesn't come across as being overly humble or lacking in confidence. Great leaders aren't humble in displaying their strengths, but they are modest.

Competency	Skill	Development Strategy
	Exerting influence with internal/ external customers	*Influencer* by Kerry Patterson et al. (McGraw-Hill, 2008).
		Consensus Through Conversation: How to Achieve High-Commitment Decisions by Larry Dressler (Berrett-Koehler, 2006).
		Crucial Conversations: Tools for Talking When Stakes Are High by Kerry Patterson et al. (McGraw-Hill, 2002).
		The Courageous Messenger: How to Successfully Speak Up at Work by Kathleen D. Ryan et al. (Jossey-Bass, 1996).
		Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships by Randy J. Paterson (New Harbinger, 2000).
		How to Get Your Message Across: A Practical Guide to Power Communications by David Lewis (Souvenir Press, 1997).
		Fully explain and communicate to your team members your commitment to high standards of customer service. Then model the correct behaviors.
		When appropriate, take personal responsibility to meet commitments made to customers: delivery dates, quality requirements, service levels, and the like.
		Strive hard to do things right for your customers 100% of the time. But, because that's not always possible, be prepared to take extraordinary action when things do go wrong. Make sure everyone on your team is obsessed with doing whatever it takes to address problems any time a customer is dissatisfied.
		Promise customers only what you know your team can deliver. If you can exceed those promises, great; they will be excited, not just satisfied. Always overdeliver, never overpromise.
		When your team makes a mistake, take responsibility and don't blame others. Empathize with the customer and address the problem as soon as possible. Initiate action to prevent the problem from recurring.
		Integrity Service: Treat Your Customers Right, Watch Your Business Grow by Ron Willingham (Free Press, 2005).
		Customer Satisfaction: The Customer Experience Through the Customer's Eyes by Nigel Hill et al. (Cogent, 2007).
		Chocolates on the Pillow Aren't Enough: Reinventing the Customer Experience by Jonathan M. Tisch and Karl Weber (Wiley, 2007).

Competency	Skill	Development Strategy
	Knowing how to get things done in organizations	*Complaint Is a Gift: Using Customer Feedback as a Strategic Tool* by Janelle Barlow and Claus Moller (Berrett-Koehler, 1996).
		25 Management Lessons from the Customer's Side of the Counter by James Donnell (McGraw-Hill, 1996).
		Build political support for your ideas in advance by talking with key opinion leaders. However, also be careful not to alienate people by bypassing them.
		Be aware of your company's cultural norms, and be careful not to violate them unless necessary to move the business forward. Know where the land mines are and don't step on one!
		Expand your network in the organization by going out of your way to get to know people who have influence. Learn as much as you can about their needs and priorities.
		Speak positively about other individuals and groups. Over time, this will build up "credits in your account," and you'll have something to withdraw when you need to.
		Keep your manager fully informed about what's going on in your unit, both the good and the bad. That way, he/she can help navigate through the organization and head off anticipated resistance and problems in advance.
		Where you're confronted with barriers or resistance, look for ways to work around them rather than trying to blast through them.
		Take time to learn the unique role that each department plays in achieving success for your company. Pay special attention to how those departments interrelate and/or rely on one another to accomplish company goals.
		When dealing with complex or detailed situations, force yourself to see the big picture to gain a broader perspective. Even the most complicated issues can usually be boiled down to a few important themes.
		Cover Processes at Work: Managing the Five Hidden Dimensions of Organizational Changes by Robert J. Marshak (Berrett-Koehler, 2006).
		Survival of the Savvy: High-Integrity Political Tactics for Career and Company Success by Rich Brandon and Marty Seldman (Free Press, 2004).
		Political Savvy: Systematic Approaches to Leadership Behind the Scenes, 2nd ed., by Joel R. DeLuca (Evergreen Business Group, 1999).

Competency	Skill	Development Strategy
Team Leadership/ Communication Skills	Fostering collaboration within the unit and with other units	*Leadership in a Diverse and Multicultural Environment: Developing Awareness, Knowledge, and Skills* by Mary L. Connerley and Paul B. Pedersen (Sage, 2005).
		Power, Politics, and Organizational Change: Winning the Turf Game by David A. Buchanan and Richard Badham (Sage, 1999).
		Get your team focused on common goals they share rather than just individual goals. Promote cooperation, rather than competition, among team members and groups. Discourage we-versus-they thinking.
		Timely and accurate communications are critical to fostering collaboration and teamwork. Figure out how much communications you need with people in your unit, and with other departments, and then strive to do even more than that.
		Make it a point to publicly recognize and reinforce collaborative behaviors when you see them, and be a role model yourself.
		One way to encourage teamwork and cooperation is to pitch in and actively help your team when they have difficulties or when a specific deadline or objective has to be met.
		Be a role model for your team by learning as much as you can about other teams/functions in the organization and their needs. Also, look for opportunities to serve on cross-functional teams or task forces.
		Be careful to not make disparaging remarks about other departments or functions in front of your team members. Even a casual, off-handed comment can have a far greater impact than you might realize.
		Involve others in the planning process with your team, particularly people who will be affected by what your team does. Determine the support and resources you will need from other groups and be sure to involve them.
		Use the so-called informal organization as a way of keeping others informed and learning what's going on. Wander around, have coffee with people, ask them questions—that sort of thing. Build a network that will help your team successfully interact with others in the organization.
		Perfect Phrases for Building Strong Teams: Hundreds of Ready-to-Use Phrases for Fostering Collaboration, Encouraging Communication, and Growing a Winning Team by Linda Diamond (McGraw-Hill, 2007).

Competency	Skill	Development Strategy
	Taking charge in tough situations	*How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions* by David Straus and Thomas C. Layton (Barrett-Koehler, 2002).
		Consensus Through Conversation: How to Achieve High-Commitment Decisions by Larry Dressler (Barrett-Koehler, 2006).
		Breakthrough Networking: Building Relationships That Last, 2nd ed., by Lillian D. Bjorseth (Duoforce Enterprises, 2003).
		As a leader, step in when you need to and take charge. Don't shy away from situations just because you don't have total responsibility. Be decisive, and take control when it's appropriate to do so.
		Act quickly (but not recklessly) in crisis situations where timely action is important. Be aware of problems that will only get worse when action is delayed.
		Remember that taking charge doesn't necessarily mean that you're making all the decisions or that you're not getting input from others, but rather that you're in control of the situation and taking responsibility.
		When you present a problem to your manager, don't just describe the situation, but also give him/her your recommendation on what should be done about it.
		Don't let your job description constrain you from identifying additional ways you can help the company. Take initiative to find new ways you can make a difference; don't wait to be told.
		Focus on obtaining results, not just on working longer hours; show a bias for action rather than excessive data collection and analysis.
		Habit 1 Be Proactive: The Habit of Choice (The 7 Habits) Audiobook by Stephen R. Covey (Covey, 2006).
		The 13 Secrets of Power Performance by Roger Dawson (Prentice Hall, 1997).
		The Leadership Challenge 4th ed., by James M. Kouzes and Barry Z. Posner (Jossey-Bass, 2007).
		Results-Based Leadership by Dave Ulrich et al. (Harvard Business School Press, 1999.)
		Essential Managers: Do It Now! by Andy Bruce and Ken Langdon (DK Publishers, 2001).
		Execution by Larry Bossidy and Ram Charan (Crown Business, 2002).

Competency	Skill	Development Strategy
Leading/Managing Change	Initiating change to foster continuous improvement	Challenge the fundamental assumptions and accepted ways of doing things; don't be satisfied with the status quo. Strive for continuous improvement.
		Communicate your vision of and enthusiasm for change so that others can more easily understand and buy into the change.
		Provide strong leadership during change; be confident and assertive; nail down expectations, and raise the bar when appropriate.
		When planning change, ensure that objectives, responsibilities, and timeframes are clearly defined and communicated. Develop transition plans when appropriate.
		When you find something that is not working well, take personal responsibility for seeing that it gets fixed. Look for areas where you can eliminate or modify ineffective procedures and systems by creating new approaches.
		When you evaluate opportunities for improvement, pick the changes that will have the biggest impact on the business, but don't overlook making a series of small changes that, in sum, may have just as big an impact. And go after those changes that can really be implemented within a reasonable timeframe.
		Set aside time during team meetings to discuss changes and improvements to your team's work processes and procedures. Encourage team members to be forward thinking and to challenge processes they feel may have become outdated.
		Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change by William B. Joiner and Stephen A. Josephs (Jossey-Bass, 2006).
		Leading in a Culture of Change by Michael Fullan (Jossey-Bass, 2007).
		Leading Out Loud: Inspiring Change Through Authentic Communications, new and rev. ed., by Terry Pearce (Jossey-Bass, 2003).
		Switch by Chip and Dan Heath (Crown Business, 2010).
		Quality and Process Improvement by Mark Fryman (Cengage-Delmar Learning, 2001).

Competency	Skill	Development Strategy
	Helping employees manage change	Meet with your team to explain the rationale for the change, the potential benefits, and implementation plans. Get their input and gain their support for the change.
		Communicate frequently, accurately, honestly, and completely throughout the change process, particularly about the reasons for change. The research consistently shows that if managers had it to do over again, they would have communicated a lot more.
		Get your team involved in the change process early on; try to stay ahead of the change rather than playing catch-up. Create opportunities for people to provide feedback and share their concerns when changes are implemented.
		Express confidence and optimism that planned changes will result in positive outcomes, and do so repeatedly.
		Once final decisions on a change have been made, concentrate on how to make the change work; don't get stuck in the past.
		Throughout the change process, touch base with your team, your peers, and other appropriate groups regarding the status of the change. Reinforce the positives, and take action to address any problem areas.
		Remember, even well-planned changes are rarely implemented with 100% success. Identify problem areas, and look for opportunities to refine systems and processes over time.
		Change Management Masterclass: A Step-by-Step Guide to Successful Change Management by Mike Green (Kogan Page, 2007).
		Change Basics by Jeffrey Russell (ASTD Press, 2006).
		Making Change Stick: Twelve Principles for Transforming Organizations by Richard C. Reale (Positive Impact Associates, 2005).
		Taking Charge of Change: 10 Principles for Managing People and Performance by Douglas K. Smith (Perseus Publishing, 1997).
		Making Sense of Change Management: A Complete Guide to the Models, Tools & Techniques of Organizational Change by Esther Cameron and Mike Green (Kogan Page, 2004).

APPENDIX

C

The Mattone Leadership
Enneagram Index (MLEI)

The Mattone Leadership Enneagram Index (MLEI) is for indentifying predominant leadership styles as well as levels of executive maturity in the individuals you are coaching.

INSTRUCTIONS FOR THOSE TAKING THE MLEI

The MLEI will take 20 minutes to complete. Each statement in the MLEI corresponds to one of the Enneagram's nine leadership personality types. Your task is to record your response (1, 2, 3, 4, or 5; see the following scale) on the line following each statement.

      1 = Strongly disagree with statement
      2 = Disagree with statement

3 = Partially agree/disagree with statement

4 = Agree with statement

5 = Strongly agree with statement

THE HELPER (TWO)

1. I prefer working to help people on a one-to-one basis as opposed to a team basis.
2. I don't like to admit it, but I get into other people's business more than I should.
3. I think I am more people oriented than goal oriented.
4. A lot of thankless tasks seem to fall on my shoulders; I wish others would think of me for a change.
5. I am less disciplined; I know how to be spontaneous and improvise.
6. I am often not sure whether the respect people have for me is sincere or they respect me just because I am nice to them.
7. I spend time with the interpersonal and emotional (as opposed to abstract and mental) aspects of the people and situations I encounter.
8. I am disappointed when I am not repaid for the good things I have done for others.
9. I often get attached to people.
10. I often feel victimized and used by others.
11. I often sense what's going on inside others before they say it out loud.
12. I hate to admit it, but I have a tendency to want to make others feel guilty.

THE ENTERTAINER (THREE)

1. I am described as diplomatic, charming, and ambitious.
2. I think I am more goal oriented than people oriented.
3. I am ambitious and push myself to realize my dreams.
4. It's important to me to let others know how I feel, although I may express myself indirectly.
5. I know how to motivate people and awaken their enthusiasm.
6. I enjoy getting attention from others and being in the limelight.
7. I am very competitive.
8. When I get angry, I can get distant and icy.
9. It's important to me to make favorable impressions.

10. I enjoy talking about myself and being the center of attention.
11. I am optimistic, enthusiastic, and authentic.
12. For the sake of my career, I am prepared to neglect my family and friends.

The Artist (Four)

1. One of my greatest assets that I bring to the workplace is the depth of my feelings.
2. It's important to me to let others know how I feel, although I may express myself indirectly.
3. I don't mind revealing my weaknesses to my team, my managers, and others; in fact, I often do.
4. I have the feeling that I will never be fulfilled.
5. I see my life at work as a drama; I am an actor and spectator at the same time.
6. I feel uneasy talking about myself and being the center of attention.
7. I am introspective; I have strong self-awareness.
8. I feel uncomfortable when people depend on me a lot.
9. I am tactful and respectful in my dealings with others.
10. I sometimes hold myself back too much and block doing good things for myself.
11. I have a desire to be an actor, poet, writer, or singer.
12. Down deep, I don't feel at home anywhere.

The Thinker (Five)

1. One of my greatest assets is the sharpness of my mind.
2. I tend not to be motivated by what is socially acceptable.
3. People come to me because I have the knowledge they need.
4. I need study time or at least my own corner to withdraw to when things get stressful.
5. It's important for me to see things as objectively as possible.
6. I like to be alone.
7. I will hesitate to act until I have thought things through carefully.
8. I distrust authority and ignore rules quite often.
9. I prefer structured environments, but I am able to be innovative and unconventional.
10. People say I am argumentative—that I enjoy a good debate.

11. I am a strong systems thinker; I can connect the dots.
12. I often don't put my good ideas on paper, and projects that I have in my head often stay in the planning stages.

THE DISCIPLE (SIX)

1. I prefer working with others in a team effort.
2. I can be stubborn and defensive.
3. I am practical and down-to-earth.
4. I tend to procrastinate.
5. I am well disciplined and organized, and I follow through on details.
6. It makes me furious when others don't follow policies and procedures, and they think they can get away with it.
7. For me, it's important to be proactive about the future so that I'll be better prepared to handle whatever comes my way.
8. It's difficult for me to contain myself when others don't do what they are supposed to do and they put me under pressure.
9. I know that the best results happen when I involve others; I value the input and opinions of others.
10. One of my biggest fears is being taken advantage of.
11. I see myself as a regular/traditional kind of leader.
12. I often have difficulty making decisions, and I find that pressure will often force me to make decisions.

THE ACTIVIST (SEVEN)

1. I am a leader of change.
2. People see me as fast paced, maybe too fast paced.
3. I am challenged by the new, unique, and different.
4. I can easily and quickly get frustrated with everything—myself, others, and events.
5. There is a little bit of a storyteller and entertainer in me.
6. I put down others who can't keep up with me.
7. When my job gives me lemons, I make lemonade.
8. I can be impulsive, outspoken, and exhibit little self-control.
9. I am multitalented; I see myself as a renaissance person with an eye toward the future.
10. When relationships and projects get boring, I tend to abandon them.

11. It's important to me that something is always "going on."
12. I can get offensive toward others in order to get what I want.

THE DRIVER (EIGHT)

1. I act quickly and decisively when things have gone awry.
2. One of my biggest fears is being dependent on anyone else.
3. I am like a rock, steady and sure.
4. Winning is critical to me in everything that I do.
5. I am able to influence others through my confidence and strength of my personality.
6. I like to call all the shots at work.
7. I have always been concerned about justice and what is right at work.
8. When I get angry, I tend to tell people off.
9. I like to negotiate.
10. I don't care if others like me as long as they respect me.
11. I am a resourceful self-starter who brings passion and energy.
12. I don't ever reveal my weaknesses to others.

THE ARBITRATOR (NINE)

1. People confide in me because I make them feel safe and appreciated.
2. It's not always important to tell people how I feel.
3. I am an optimist.
4. I don't always handle pressure well, and I work best at my own pace.
5. I value having a positive, productive work environment.
6. I realize I sometimes avoid thinking about my problems.
7. I am a good listener.
8. I don't like to admit it, but I sometimes let little problems go until they become big problems.
9. I am good at bringing diverse people and groups together to work out issues and move forward.
10. I fear having conflicts with others.
11. I have a great sense of gratitude for what I have in my life.
12. I tend to think that if I let problems run their course, they will eventually evaporate.

THE PERFECTIONIST (ONE)

1. I am formal, direct, and mature.
2. I am often under time pressure.
3. I persuade others with my honesty and reasonableness of my arguments.
4. In my thoughts, I often criticize myself.
5. I am a teacher and coach.
6. I often feel physical tension—in my back, shoulders, and elsewhere.
7. I am disciplined, organized, and meticulous.
8. Others often feel criticized by me.
9. I am wise and discerning; I can evaluate options quickly and make accurate decisions.
10. I enjoy proving others wrong.
11. I am tolerant of my own and others' shortcomings.
12. I can be ruthless and relentless in making sure I am correct.

PLOTTING YOUR MLEI RESULTS

- For each type, total your scores for the 12 items. The maximum score you can achieve is 60.
- Transfer your total scores for each type to the MLEI Profile (Exhibit C.1), and plot your total scores for each type. You can now connect the dots to reveal your predominant type and distinct profile.
- For each type, there is a maturity and derailer score. You can determine your maturity score by summing your scores across all odd items (i.e., 1, 3, 5, 7, 9, 11) and your derailer score by summing all even items (i.e., 2, 4, 6, 8, 10, 12).
- For each type, transfer these results to the MLEI Profile by plotting your maturity and derailer scores for each type. You can now connect the dots to reveal your distinct profile.
- Follow the instructions identified on the MLEI Profile to calculate your Maturity Ratio (MR) for each type.
- Your MR will range from +0.8 to −0.8. If your MR is:

  +0.8 to + 0.4   You are exhibiting very mature attitudes and behaviors associated with that type.

  +0.3 to + 0.39   You are exhibiting high average leadership maturity attitudes and behaviors associated with that type.

EXHIBIT C.1:   **MLEI PROFILE**

	Heart Leaders			Head Leaders			Gut Leaders		
	2 Helper	3 Enter-tainer	4 Artist	5 Thinker	6 Disciple	7 Activist	8 Driver	9 Arbitra-tor	1 Perfec-tionist
Total 60 50 40 30 20 10									
Mature 30 20 10									
Derailer 30 20 10									
Total Score									
MR									
AMR=									

Calculating your maturity ratio (MR):

1. Total maturity score ÷ Total possible maturity score (30)

2. Total derailer score ÷ Total possible derailer score (30)

3. MR = 1−2

Calculating your average maturity ratio (AMR):

1. Sum all nine MR scores ÷ 9 = AMR

Interpretation

+ .4 to + .8 = High executive maturity

+ .3 to + .39 = High average executive maturity

+ .2 to + .29 = Average executive maturity

+ .1 to + .19 = Low average executive maturity

0 to + .09 = Derailer traits are present

Less than 0 = Derailer traits are a concern

+.0.20 to + 0.29	You are exhibiting average leadership maturity associated with that type.
+.0.10 to + 0.19	You are exhibiting low-average leadership maturity associated with that type.
0 to + 0.09	You are exhibiting derailer traits that are potentially limiting your leadership potential and success.
Less than 0	You are exhibiting significant derailer traits that are limiting your leadership potential and success.

- An additional element to examine is to determine the number of types that have pluses (+). Having at least eight out of the nine types with a plus (+) would suggest that you are being consistent across the types. For example, an average MR of +0.20 and eight pluses would mean that you are consistently exhibiting average maturity across the nine types that define your leadership style. As another example, having an average MR of over +0.30 with fewer than eight pluses would suggest you are mature in some of the types and immature in others.

INTERPRETATION OF THE MLEI

Each of the MLEI types embodies a wide range of leader thought and belief patterns, values, attitudes, and behavioral tendencies. In combination, the nine types symbolize the universe of leadership potential that exists in any one individual. One reason we are all similar is that all nine types operate in each of us. One reason we are all different, however, is that their proportion and balance (i.e., degree of maturity or immaturity) are different and constantly shifting.

The nine types of the *Map of Leadership Maturity* reveal the full range of your leadership assets and liabilities. The relative *balance*, however, of a leader's type (as indicated by maturity ratios) produces their distinctive psychological fingerprint. Although their predominant type (i.e., highest score combining both mature and derailer scores) is most revealing and should remain relatively constant, it is the degree of overall development of each of their other types (as well as the associated balance or maturity of all nine types) that changes and evolves.

Your objectives as a leader or emerging leader are to (1) optimize the mature elements of your predominant trait and (2) create development goals and strategies that enable you to grow and mature in each of the other eight traits that comprise their unique leadership fingerprint.

Furthermore, equally important to discovering your most evidenced traits (or highest scores) is to identify the traits that are not evidenced enough. The highest-scoring traits represent areas of leadership potential that you have already activated, whereas the lowest-scoring types represent areas you may need to bring out, but only in a mature fashion.

Heart Leaders: Maturity and Derailer Characteristics

- *Type Two: The Helper:* The functions of *empathy* and *altruism* and the potential for other-directedness, thoughtfulness for others, genuine self-sacrifice, generosity, and nurturance. Negatively, the potential for intrusiveness, possessiveness, manipulation, and self-deception.
- *Type Three: The Entertainer:* The functions of *self-esteem* and *self-development* and the potential for ambition, self-improvement, personal excellence, professional competence, self-assurance, and social self-distinction. Negatively, the potential for pragmatic calculation, arrogant narcissism, the exploitation of others, and hostility.
- *Type Four: The Artist:* The functions of *self-awareness* and *artistic creativity* and the potential for intuition, sensitivity, individualism, self-expression, and self-revelation. Negatively, the potential for self-absorption, self-consciousness, self-doubt, self-inhibition, and depression.

Head Leaders: Maturity and Derailer Characteristics

- *Type Five: The Thinker:* The functions of *mental focus* and *expert knowledge* and the potential for curiosity, perceptiveness, the acquisition of knowledge, inventive originality, and technical expertise. Negatively, the potential for speculative theorizing, emotional detachment, eccentricity, social isolation, and mental projections.
- *Type Six: The Disciple:* The functions of *trust* and *perseverance* and the potential for emotional bonding with others, group identification, sociability, industriousness, loyalty to others, and commitment to larger efforts. Negatively, the potential for dependency, ambivalence, rebelliousness, anxiety, and inferiority feelings.
- *Type Seven: The Activist:* The functions of *spontaneity* and *diverse activity* and the potential for enthusiasm, productivity, achievement, skill acquisition, and the desire for change and variety. Negatively,

the potential for hyperactivity, superficiality, impulsiveness, excessiveness, and escapism.

Gut Leaders: Maturity and Derailer Characteristics

- *Type Eight: The Driver:* The functions of *self-assertion* and *leadership* and the potential for self-confidence, self-determination, self-reliance, magnanimity, and the ability to take personal initiative. Negatively, the potential for domination of others, crude insensitivity, combativeness, and ruthlessness.
- *Type Nine: The Arbitrator:* The functions of *receptivity* and *interpersonal mediation* and the potential for emotional stability, acceptance, unself-consciousness, emotional and physical endurance, and creating harmony with others. Negatively, the potential for passivity, disengaged emotions and attention, neglectfulness, and mental dissociation.
- *Type One: The Perfectionist:* The functions of *ethical standards* and *responsibility* and the potential for moderation, conscience, maturity, self-discipline, and delayed gratification. Negatively, the potential for rigid self-control, impersonal perfectionism, judgmentalism, and self-righteousness.

Fluctuating Scores

If you take the MLEI several times, your predominant trait should remain the same, although you will probably find that the scores for your other traits (as well as their maturity ratios for all nine types) will rise or fall depending on other influences going on at work and at home. A leader having problems with a boss, for instance, is likely to register higher or lower scores in types associated with concerns about relationships, such as Two, Six, and Nine.

Likewise, someone who has been putting a lot of time and energy into work or is having career problems is likely to produce elevated scores in types Three, Eight, and One. After the troubled relationship or the career issues have been resolved (one way or another), the profile for that person may change yet again. The scores for the person's basic personality type may also be affected, although the type itself will remain the same.

APPENDIX

D

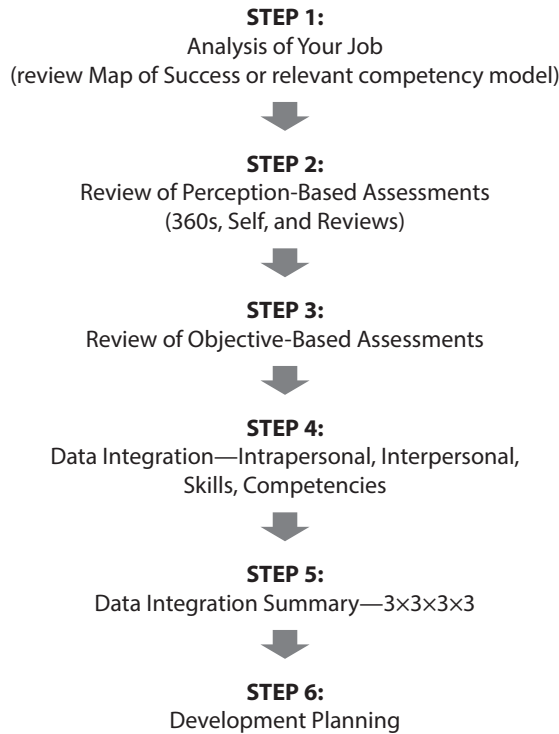## The Assessment-Driven Leadership Individual Development Plan

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Prepared for: John Smith
ABC Corporation
February 1, 2011

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THE SIX-STEP PROCESS

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(review Map of Success or relevant competency model)

▼

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(360s, Self, and Reviews)

▼

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▼

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▼

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STEP 1: ANALYSIS OF YOUR JOB

The starting point in building your Individual Development Plan (IDP) is to identify the critical strategic competencies, tactical skills, interpersonal skills, and intrapersonal attributes required for success in your role as a leader. Review the Map of Success and/or other leadership competency model, and spend a few minutes thinking about your role and the critical factors that determine success.

In the space below, write down the strategic competencies (e.g., Critical Thinking), tactical leadership skills (e.g., Talent Leadership), interpersonal skills (e.g., Extroversion), and intrapersonal skills (e.g., Self-Awareness) required for success in your role as a leader. Once you have them listed, describe in your own words what you think is the absolute most important requirement for each area.

Domain	Competencies/ Skills	Most Important? Why?
Competencies and Skills Examples: • Decision Making • Change Leadership • Emotional Leadership • Strategic Thinking • Critical Thinking • Talent Leadership • Team Leadership • Drive for Results • Communication Skills		

Interpersonal Attributes
 	
Examples:
 	
• Interpersonal Skill
  – Sociability
  – Amicability
• Understanding Others
  – Empathy
  – Insightfulness
• Creativity
  – Creative Temperament
  – Independence
• Handling Sensitive Problems
  – Dominance
  – Empathy
• Action Orientation
  – Flexibility
  – Sensitivity
• Influence
  – Sociability
  – Dominance
• Extroversion vs. Introversion
• Sensing vs. Intuition
• Thinking vs. Feeling
• Judging vs. Perceiving
• Etc.		

Domain	Competencies/ Skills	Most Important? Why?
Intrapersonal Attributes Examples - Self-Awareness – Self-Acceptance – Empathy - Self-Control – Social Conformity – Self-Control - Resilience – Self-Acceptance – Well-Being - Self-Confidence – Independence – Leadership Potential "Leadership Map of Maturity" Types and Maturity Levels		

STEP 2: REVIEW OF PERCEPTION-BASED ASSESSMENTS

Multirater assessment data is critically important to understanding *what* you do and *how* you do it on the job. If you have multirater feedback such as 360 assessment results, you can use this section to summarize your results. With 360 data, you should put more weight on how others (i.e., your manager, peers, and direct reports) perceive you than on your own self-ratings. However, in the absence of 360 results, you should use your most recent performance review results, again placing more weight on your manager's perception of your strengths/development opportunities. Review your multirater and/or performance review information and think about what the results reveal about your strengths and opportunities for development in each area. Note your strengths and opportunities in the space provided, and write down the specific multirater item or statement that was most important in leading you to your conclusion.

Domain	Strengths/ Opportunities	Multirater Items/ Examples
Strategic Competencies and Tactical Skills	Strengths: Opportunities:	

Domain	Strengths/ Opportunities	Multirater Items/ Examples
Interpersonal Attributes	Strengths: Opportunities:	
Intrapersonal Attributes	Strengths: Opportunities:	

STEP 3: REVIEW OF OBJECTIVE-BASED ASSESSMENTS

Objective-based assessments that measure your inner-core attributes—such as your self-concept, values, beliefs, predominant thinking and emotional patterns, and behavioral interpersonal tendencies—are all designed to help you understand *why* you do what you do. Your inner-core attributes (i.e., intrapersonal) are at the foundation of being able to predict how you behave and the skills and competencies you execute. Your inner-core attributes are typically enduring in that they have been developed, shaped, and reinforced, making them also challenging to change. Some objective assessments—such as skill-based simulations (e.g., TALENTSIM)—don't measure inner-core attributes, but they do measure an individual's performance potential to be able to execute the required skills and competencies that are associated with success in a leadership role. You should incorporate your MLEI Results here in the Intrapersonal section.

Domain	Strengths	Opportunities
Strategic Competencies and Tactical Skills		

Domain	Strengths	Opportunities
Interpersonal Attributes		
Intrapersonal Attributes		

STEP 4: DATA INTEGRATION—INTRAPERSONAL

It is now important to compare and contrast your objective assessment results with whatever perception-based assessments you have utilized—across all three areas of defined leadership success: Intrapersonal, Interpersonal, and Tactical/Strategic Competencies. It is important to note that most 360 assessments are not focused on measuring intrapersonal attributes; sometimes, however, raters are asked to evaluate behaviors that reflect inner-core attributes such as self-awareness or self-image. Please recognize that such attributes cannot be observed directly by others; they are inferred, based on the behaviors exhibited. Therefore, as you complete the matrix you might find that you are utilizing your own self-perceptions to define the horizontal axis of the matrix—which is fine. When you start completing the matrices for the Interpersonal attributes and Skills/Competencies, it will be more appropriate to utilize your 360 assessment results (in terms of how others see you) and/or your performance review feedback results to populate the horizontal axis.

Each matrix combines two axes: Objective Assessment Results (vertical)

and Perception Assessment Results (horizontal). The result is four distinct quadrants:

- *Indisputable Strengths (IS):* Objective assessment results reveal strengths that confirm perceptions (++)
- *Surprise Strengths (SS):* Objective assessment results reveal strengths that are discrepant with perceptions (+-)
- *Indisputable Development Opportunities (IDO):* Objective assessment results reveal development opportunities that confirm perceptions (--)
- *Surprise Development Opportunities (SDO):* Objective assessment results reveal development opportunities that are discrepant with perceptions (-+)

Ultimately, the strength of your IDP will be in direct proportion to identifying with the help of your coach and key stakeholders two or three goals and action plans for each quadrant but more emphasis on the discrepant quadrants (SS & SDO) because most leaders find it empowering to be able to leverage underused talents and deal with the blind spots that are revealed in the SDO quadrant.

Intrapersonal Matrix

PERCEPTION

	+	−
+	Indisputable Strength (IS)	Surprise Strength (SS)
OBJECTIVE		
−	Surprise Development Needs (SDN)	Indisputable Development Needs (IDN)

Interpersonal Matrix

PERCEPTION

	+	−
	Indisputable Strength (IS)	**Surprise Strength (SS)**
+		
	Surprise Development Needs (SDN)	**Indisputable Development Needs (IDN)**
−		

OBJECTIVE

Skills/Competencies Matrix

PERCEPTION

	+	−
	Indisputable Strength (IS)	**Surprise Strength (SS)**
+		
	Surprise Development Needs (SDN)	**Indisputable Development Needs (IDN)**
−		

OBJECTIVE

STEP 5: DATA INTEGRATION (3×3×3×3)

In the following three matrices, carry over the two strengths and development opportunities that you believe are the most important to your success. If necessary, go back and review your work at Step 1 to help you align what is important with what is required for success in your role. After you have identified two for each quadrant, now eliminate one. That will leave you with one strength or development opportunity per quadrant and your summary matrix will contain no more than three per quadrant, hence the 3×3×3×3.

Intrapersonal

Indisputable Strength (IS)	Surprise Strength (SS)
Surprise Development Needs (SDN)	Indisputable Development Needs (IDN)

Interpersonal

Indisputable Strength (IS)	Surprise Strength (SS)
Surprise Development Needs (SDN)	Indisputable Development Needs (IDN)

Competencies/Skills

Indisputable Strength (IS)	Surprise Strength (SS)
Surprise Development Needs (SDN)	Indisputable Development Needs (IDN)

Summary Matrix—3×3×3×3

Indisputable Strength (IS)	Surprise Strength (SS)
Surprise Development Needs (SDN)	**Indisputable Development Needs (IDN)**

STEP 6: INDIVIDUAL DEVELOPMENT PLAN

SS Goals/Why	Development Actions/ Support Needed	Results		
		3 months	6 months	9 months
SDN Goals/WHY				
IS Goals/WHY				
IDN Goals/WHY				

APPENDIX
E

Sample Leadership Individual Development Plan

CONFIDENTIAL

CREATING THE INDIVIDUAL DEVELOPMENT PLAN

An Effective Plan

This plan is a summary of your strengths, career directions, and areas on which your development will focus.

Effective development plans are:

- Relevant to your organization's needs.
- Based on an objective, accurate assessment of strengths and needs.
- Focused on challenging development activities targeted to sustaining/

strengthening your strengths as well as focusing on addressing your development needs.

- Inclusive and tap others for coaching and feedback on progress.
- Driven by you. You own the plan and implement it; it is best seen as a journey, not a destination.

Building the Plan

- *Indisputable Strengths:* These are your towering strengths, abilities that come quickly to mind when people think about what it is you bring to the organization.
- *Surprise Strengths:* Identify one or two based on the assessment results and your discussion with your coach.
- *Development needs:* The key areas on which you need to focus development. These include your *indisputable* and *surprise* development needs. To be practical, limit these to one or two per area; they should be related to making you the best in your current role and positioning yourself for whatever future opportunities may develop for you.
- *Development objectives and actions (see Step 6 in Assessment-Driven IDP Tool):*

Development objectives describe your areas for development.

  - Limit your developmental objectives to one or two.
  - Focus on changes in knowledge, skills, or behaviors.

Action steps provide experiences and practice needed to develop. Steps might include:

  - Further clarification or feedback.
  - Actions to be taken within your present job assignment.
  - Additional responsibilities or reassignments.
  - Coaching and training.
  - Progress reviews with your boss or others at regular intervals.

You will benefit most from action steps that:

  - Place you outside your comfort zone.
  - Provide a diversity of experiences that will broaden your skills and perspectives.
  - Improve awareness of your impact on others.
  - Give practice needed to perform new skills even under stress.
  - Include assignments where either success or failure is possible.

Include in your plan ways to measure your progress. This should include regular reviews of your plan with your boss, your coach, or any other appropriate people.

STRENGTHS

- *Strategic Thinking:* Able to create strategies and plans to achieve business objectives. Understand the big picture and all the forces at work.
- *Critical Thinking:* Apply disciplined market and competitor analysis to identify sales opportunities and focus efforts for maximum impact.
- *Team Leadership:* Understand and communicate the vision and business objectives to the team. Motivate others to make sales and achieve business objectives.

CAREER DIRECTIONS

These goals are based on present circumstances and are open to modification.

- Next 1–2 years: Demonstrate value and success as Sales Manager.
- Next 3–5 years: Advance to Vice President of Sales and Marketing.
- Long-term, 5+ years: Advance to President.

DEVELOPMENT NEEDS

- Improve individual performance management skills so that I can better manage my sales force.
- Expand working relationships with peers.
- Strengthen creative thinking.

DEVELOPMENT OBJECTIVES

Development Objective 1

Build a high-performance work environment for my sales team that fosters accountability, creativity, and professional growth.

Action Steps:

- Transform current job descriptions and department goals into a performance management system that ties individual responsibilities,

actions, and results to measurable business objectives. Consult boss and HR group regarding this action step. (End of Q1)

- Establish one-on-one meetings at least monthly that enable direct reports to evaluate progress, seek insights and feedback, and adjust activities. (End of Q1)
- Hold biweekly team meetings to encourage knowledge sharing and common understanding of progress against objectives. Also use these meetings to have fun and foster creativity; do brainstorming, use mind-bender exercises to get us thinking out of the box. (End of Q1)
- Work with direct reports to create individual development plans utilizing HR organization and tools (like this template). (End of Q2)
- Talk with HR department about training programs, either in-house or out, that will help me take performance management to the next level. (End of Q4)

Development Objective 2

Broaden my in-house network while adding value to the company (so that this is not just a social exercise).

Action Steps:

- Work more closely with Rob and his organization. Ask Rob to assign me to a specific project within his organization where my marketing skills compliment the production team. (End of Q2)
- Serve on a regional cross-functional committee over the next year. Ask Frank for an appointment ASAP.
- Expand network through two informal lunches per month with members from different functional organizations to learn new approaches to business opportunities.

Development Objective 3

Strengthen creative thinking skills to make decisions without complete reliance on data.

Action Steps:

- Develop a consulting relationship with Glenn to learn how he thinks about business opportunities. Get into his head about how he thinks

about making decisions and how he uses his instincts. (This ties in with the networking lunches above.)

- Attend this year's industry conference and have a veteran provide a tour and overview. Identify top products and what makes them number one. Write a one-page summary of findings, including implications for either my group or the company as a whole. Review this with my boss and at least two other people.

Progress Review

Review plan quarterly with one-on-one meetings with boss.