KSA SUITE™

An Introduction to Evidenced Based and Experience Tested Talent Management Tools

TEAMTELLIGENT®

Bob Eichinger
and Roger Pearman

An Introduction

What have Roger Pearman and Bob Eichinger been up to since their last collaboration? Well... buckle your seat belts, these trusted thought leaders have designed fresh Talent Tools to solve talent management issues, using best practice processes. These Talent Tools are called the KSA (Knowledge, Skills, and Attributes) Suite of Tools.

What is the KSA Suite of Tools?

The KSA Suite of Tools uses line-friendly language to develop vital business practices and includes neuroscience insights (to address the whole person), that the entire organization can use with consistency and confidence. Our Talent Tools are backed by 100 years of Human Resources consulting experience, 50 years of research, and will solve problems that organizations face every day with Leaders, Managers, Individual Contributors, High Potentials, and Teams. And yes – it involves a card sorting process that makes talent management easily accessible to HRD practitioners – putting the science directly in your hands so you remain a trusted knowledgeable talent advisor in your organization.

What is included in this KSA Introduction?

To give you a feel for the new KSA Suite of Tools, your introductory view provides the intellectual property and type of tools that can make a difference for your talent pipeline. We know you will enjoy excerpts from our Develop It Yourself™ (DIY) Book, Hello!™ (Interview Guides), and Sorting Cards from each of our three levels. Additionally, you will gain a view of our 360 assessment and leave seeing how our content and process will impact your work.

Roger Pearman brings a business leader perspective having been a CEO at Leadership Performance Systems; A Partner at Matrix Insights; Co-Founder of TeamTelligent, LLC and a Board-Certified Coach. You'll remember him most as an award-winning author (I'm Not Crazy, I'm Just Not You, Hardwired Leadership, Enhancing Leadership Effectiveness and co-author of You), personality expert, and psychological type authority.

Linked in

You know Bob Eichinger as the co-founder and CEO of Lominger International. He brings more than five decades of experience working, teaching, consulting and coaching. Prior to Lominger, he was with Pillsbury leading employment, affirmative action, training, management and executive development. At PepsiCo (NY) he oversaw international executive development; and PepsiCo Corporate, he led executive development across the entire organization.

Linked in

TEAMTELLIGENT®
Pearman Eichinger

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KSAL — Knowledge, Skills, and Attributes for Leaders
(jump to KSAL sample materials)

KSAL is for Executives who manage Managers and Supervisors and lead the enterprise – top of the house. They've arrived because of their accomplishments but might need a 'tune-up' in how they reflect the strategy, brand, or lead with their people skills. KSAL is the stuff of great leaders.

Complimentary Practice Provided:
Practice 8 – Growth Mindset (GM)

KSAM — Knowledge, Skills, and Attributes for Managers or Supervisors
(jump to KSAM sample materials)

KSAM is for those who manage the Individual Contributors, and influence much of the business effort in your organization. What would it mean for you to have Managers and Supervisors who knew how to get the work done efficiently AND managed people in a way that fostered collaboration and teamwork? Our KSAM Suite identifies the key practices that differentiate best-in-class management.

Complimentary Practice Provided:
Practice 13 – Managing Individuals Differently (MID)

KSAI — Knowledge, Skills, and Attributes for Individual Contributors
(jump to KSAI sample materials)

KSAI is for those doing the hands-on work on the front line, solving for what's the best contribution to select for and develop Individual Contributors so they develop quickly, feel valued, and want to stay and make their career stake in your organization.

Complimentary Practice Provided:
Practice 16 – Being Coachable (BC)

KSAT

KSAP

While not included in this KSA Introduction, be sure to find out more information about **KSA for High Potentials** and **KSA for Teams**.
(available at www.teamtelligent.com)

What are the key features of each Talent Tool in this KSA Introduction?

Included in this introduction are executive overview of four products that you will find in ALL KSA libraries. These products, Develop It Yourself™ (DIY) Book, Hello!™ (Interview Guide), Sorting Cards, and 360 assessment examples will provide you with a cross sample of materials to drive your rapid understanding of our suite of tools. For a comprehensive view of our complete offerings, jump to our *product overview page* in this PDF, or visit our website at *www.teamtelligent.com*.

Note: Key features are red to allow for quick scan.

Develop It Yourself™ (DIY) Book

As implied by its name, DIY is a book designed to provide guidance in the development of the key Roles and Practices that increases effectiveness across all levels. This information is the by-product of 50 years of extensive research studies and 100 years of combined experience by the authors who work in the fields of talent management and leadership development.

Of special importance with DIY is the inclusion of brain-based research and guidance, and action tips which promotes the need to identify what to develop, do more of, less of, tweak, or stop.

Each DIY Practice includes:
- The Domain of the Practice.
- Why the Practice is important for the Leader.
- Component Behaviors of the Practice.
- Where the Practice fits in the work of the Leader.
- How to be able to objectively measure performance of the Practice.
- What can happen when the Practice is done poorly.
- Brain insights from recent neuroscience to help develop the Practice.
- Solutions or tips to help increase Practice effectiveness.

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Our goal is to provide a foundational and user-friendly language for discussing development and overall effectiveness. Focusing on Practices rather than competencies allows the user of this material to go directly to the behaviors and key factors that drive a behavior.

Hello!™ (Interview Guide)

Everyone wants to recruit and hire winners. Winners add value. Winners get the right things done the right way. Winners grow into the leaders of tomorrow.

Most people are not good judges of people and are at best 50% accurate in a casual interview. This is a hard finding to sell because no one earnestly engaged in interviewing thinks this fact applies to them. They believe they are good at it!

The KSA Suite contains the tools and the processes to find out exactly what you are looking for. The content is the Roles, Practices and Behaviors contained in KSA for Leaders, Managers or Supervisors, and Individual Contributors. Once the job specifications are agreed to as provided in the KSA Suite, then the interviewing can to be done using Hello!™, our robust interviewing Talent Tool. Hello!™ allows screeners, interviewers, recruiters, and decision makers to focus on the Roles, Practices and Behaviors that increase consistently effective interviews.

Sort Cards

Practices will vary in importance from organization to organization. Sort cards allow the KSA content to be accessed using proven best practice processes, while immersing decision makers into exercises that put the science directly in their hands. This ensures a determination can be made for what is most important in the organizational context.

Each sorting card deck provides the user with a rapid overview of the Roles, Domains, Practices, and Behaviors in order to engage in a limitless amount of sorting exercises using the provided divider cards.

What Practices are most important to your role/job/function/organization today, or to support the organization's future state? Sorting cards answer these questions and allow the creation of solid plans that can be implemented throughout a talent system.

360 Assessments

We have developed a comprehensive suite of assessment tools to facilitate development including our 360 assessments for each KSA library.

Our 360 Assessments provide well rounded development feedback that fuels performance because each report allows focus to be provided to the Roles/Practices/Domains that are most critical to drive your organizations strategy.

An Assessment Report has been provided in this KSA Introduction as a means to orient you to this tool.
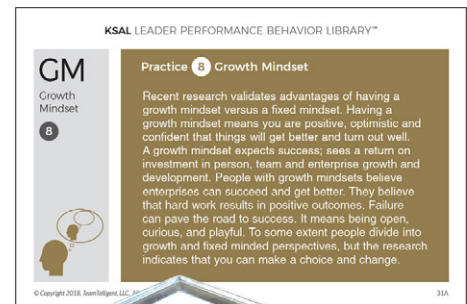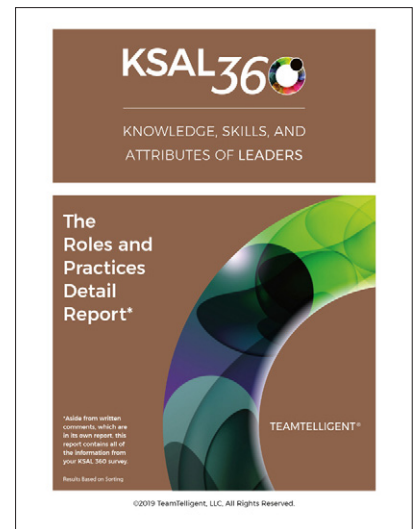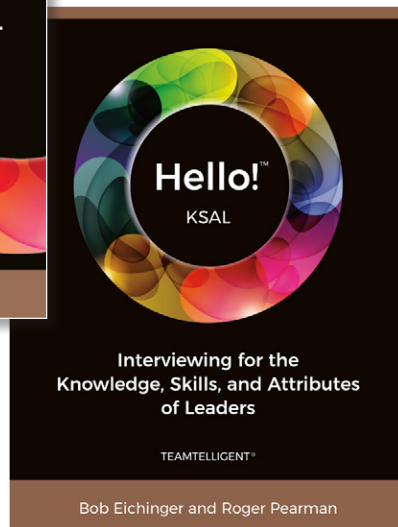
Virtual Certification Workshops

Virtual Certification Workshops

To upskill your career and gain access to any of our talent tools, secure your seat at one of our Virtual Certification Workshops from the comfort of your home or office.

The following sections cover each of the three reviewed products, across three levels of focus for Leaders (KSAL), Managers and Supervisors (KSAM), and Individual Contributors (KSAI).

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KSAL
Knowledge, Skills, and Attributes for Leaders

DIY: DEVELOP IT YOURSELF

KSAL

The Development Guide for Leaders, Bosses, and Coaches of Leaders

Bob Eichinger and Roger Pearman
TEAMTELLIGENT, LLC

Hello!™

KSAL

Interviewing for the Knowledge, Skills, and Attributes of Leaders

TEAMTELLIGENT®

Bob Eichinger and Roger Pearman

KSAL 360

KNOWLEDGE, SKILLS, AND ATTRIBUTES OF LEADERS

The Roles and Practices Detail Report*

*Aside from written comments, which are in its own report, this report contains all of the information from your KSAL 360 survey.

Results Based on Sorting

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GM
Growth Mindset
8

Practice 8 Growth Mindset

Recent research validates advantages of having a growth mindset versus a fixed mindset. Having a growth mindset means you are positive, optimistic and confident that things will get better and turn out well. A growth mindset expects success; sees a return on investment in person, team and enterprise growth and development. People with growth mindsets believe enterprises can succeed and get better. They believe that hard work results in positive outcomes. Failure can pave the road to success. It means being open, curious, and playful. To some extent people divide into growth and fixed minded perspectives, but the research indicates that you can make a choice and change.

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SORT CARDS

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Practice ⑧ Growth Mindset (GM)

This Practice comes from Domain A: Leading Myself

Task one. The prime directive. Socrates probably said it the simplest. "First, know thyself." The nine roles are all tough to do. A Leader must be able to focus 100% attention on them without noise or distraction. There are three self-tasks. The first is to know yourself to the fullest extent possible. Mostly by getting lots of feedback. The good, the bad, and the ugly. Second is to decide whether you need to build up anything you are missing. Third is to deploy your portfolio of Knowledge, Skills, and Attributes against the nine roles. Sounds easy but is very hard to do.

What is it and why does a Leader need it?

Recent research validates the advantages of having a Growth Mindset and not a fixed mindset. Having a Growth Mindset means you are positive, optimistic, and confident that things will get better and turn out well. A Growth Mindset expects success; it sees a return on investment in person, team and enterprise growth and development. People with Growth Mindsets believe enterprises can succeed and get better. They believe that hard work results in positive outcomes. Failure can pave the road to success. It means being open, curious, and playful. To some extent people naturally divide into growth and fixed minded perspectives, but the research indicates that you can make a choice to change.

Doing this Practice well includes being able to do the following:

- Be open.
- Learn broadly.
- Be energized by the new, different, and unique.
- Push self into the never-been-done-before situations.
- Be energized to break through barriers.
- Debrief the good, the bad, and the ugly for learnings.

Where does Growth Mindset fit into the work of a Leader?

Growth Mindset is having performance and development optimism. It is the glass half full AND we can find a way to fill it. It is Positive Psychology. It's always looking at the bright side. It's the little train that could by repeating I think I can, I think I can, as it went up the steep hill.

The research is basically taking a sample, let's say high school students, all with the same math grades and scores on a college entrance math test. They are randomly split into two groups. They are both going to take a math placement test which will determine what they can take in college. One group is told the test is very hard and they are not expected to do well but it's OK because everyone going to college has to take the same test. The other group is told that it's a special group and it's expected that they will do very well in the test and they will be able to start on advanced math right away when they get to college. Same level of skills. Different mindset. The second group outperforms the first group. There are many of these studies across many types of tasks and groups.

Every situation a Leader addresses provides an opportunity to apply a Growth Mindset. Fundamental to a Growth Mindset is extracting lessons from what is happening now and applying those lessons to another, possibly quite different, challenge later. It's cultivating a perspective that whatever the challenge, it is worth learning from. A Leader who approaches challenges with the attitude that he or she doesn't have the ability to address the challenge has opened the door on the fixed path opposite to a Growth Mindset.

When a Leader is faced with considerable barriers, the perspective that the effort to overcome them has multiple benefits and creates an opportunity to learn shows a Growth Mindset. Leaders can encourage others to have more of a Growth Mindset by demonstrating the behaviors that show you can learn from experience, you can use feedback to your benefit, and you can have a sense of purpose in everything you do.

Measures? How you would be able to objectively measure good performance on Growth Mindset:

- The Leader and team regularly seek and look forward to stretching challenges.
- The Leader prefers a feedback rich culture personally and for his or her team.
- The Leader and the team debrief both successes and failures and looks for lessons that can be carried forward.
- The Leader takes in feedback and acts on it.
- Assignments challenge the Leader or others to develop new skills.

Hazards? What can happen when Growth Mindset is done poorly?

- Feelings like "it is too hard" begin to emerge.
- Feedback is rejected or dismissed if delivered.
- There are very few real stretch challenges.
- There is little interest in learning from what is happening at the moment or even in debriefing experiences for lessons learned.
- The fear of failure over rides the pleasure of success.
- Hard work is seen as futile on complex projects with lots of barriers.

Brain Note: Insights from recent neuroscience studies provide evidence to help understand and develop Growth Mindset:

Apparently, the brain does better if something convinces it that it is going to do better. Optimistic brains do better than pessimistic brains. So, fear of not being able to do something well restrains the brain from using all of its resources.

The brain is coded to seek comfort, avoid pain (difficult tasks), and find an efficient path to do both. This coded instruction is so strong and automatic (out of awareness), it operates such that the automatic brain makes decisions and starts taking action (to seek pleasure and avoid pain) before a Leader is even conscious of the situation.

Consequently, when faced with challenges and barriers which the brain thinks are uncomfortable, Leaders applying a growth or can-do mindset have to utilize strategies to defend against the discomfort and push back against the resistance to overcome the difficulties. To manage this natural, negative impulse, a Leader needs to understand this process is in play, work against the discomfort, and overcome barriers.

A Leader must intentionally engage strategies to creatively problem solve and extract lessons from the experience. Developing a Growth Mindset requires persistent attention to learning tactics, internally monitoring brain reactions to challenges, and monitoring what actions to take to be open to new insights and lessons.

The brain also has a Growth Mindset of its own. It is constantly on the lookout for more effective and efficient ways to find pleasure and avoid pain. It learns new defense mechanisms and finds new people and conditions to explain failures. The brain is actually very good at learning, just not the things you would like it to learn. It learns to benefit itself.

So, a Leader must intentionally manage the brain and get it to turn on its learning tools and power for personal growth and performance.

Substitutions and Compensators

The idea is to find another behavior you are better at that can get the same result, although through another path. Some behaviors that could cover for not being good enough in Growth Mindset would be:

- Practice 5, Resilience and Resourcefulness
- Practice 24, Problem Analysis
- Practice 2, Achievement Drive

This would only work if you happen to be good enough at an alternative pathway behavior. If you are not, then you need to develop the behavior directly.

An alternative strategy to building a stronger behavior is to add another behavior that boosts or bolsters the one that is lacking. In this case, the behaviors that might make lacking in Growth Mindset acceptable would be:

- Practice 11, Self-Confidence
- Practice 25, Critical Thinking
- Practice 7, Demonstrating Presence

Remember these three workaround alternatives only work if you are fully aware and own that fact with your team.

A Tuning Up Plan

Most people who get to this Leader level (KSAL) have many positive skills and behaviors. These Leaders have almost enough skills to make it all the way to legacy success. Sometimes Leaders need to boost a few skills and finish some others. Seldom are Leaders completely deficit in a skill critical for the role or job. So, the following is a quick plan for busy Leaders. Feel free to add other skills and behaviors from the material above.

For tuning up Growth Mindset, these are some top of mind suggestions:

- Assess your internal mindset - growth or fixed?
- Understand the power of having and communicating a Growth Mindset.
- Develop your own Growth Mindset:
  - Always be open to the possible.
  - Be optimistic and positive.
  - Become attracted to the new and different.
  - Operate out of your box and boundaries.
  - Expect to be successful.
- Be energized by the impossible to do.
- Set and achieve audacious goals and objectives.

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In order to tune up my Growth Mindset:

	Specific practice, behavior or skill to tune-up?:	My notes:
1	What do I need to **stop** doing?	
2	What do I need to **keep** doing as is?	
3	What can I keep doing with some **adjustment**?	
4	What new things do I need to **start** doing?	
5	What do I need to do **more** of?	
6	What do I need to do **less** of?	
7	What do I overdo that I need to do **less** of?	
8	What could I **delegate** to cover for my shortcoming?	
9	What can I use to **substitute** for this shortcoming? What am I already good at that can take the place of the Practice I'm not as good at? Three listed in DIY.	
10	What can I use to **compensate** for my shortcoming? What am I already good at that will support (add to) the Practice I'm not as good at? Three listed in DIY.	
11	What **subject matter or content** would it be useful to study and learn?	

Copy and use the form in Appendix A to create an additional tune up plan.

Hello!™ KSAL INTERVIEW GUIDE

Interviewing for Practice **8: Growth Mindset (GM)**
Things to look for in RED

1. Recent research validates the advantages of having a growth mindset and not a fixed mindset.

2. Having a growth mindset means you are positive, optimistic, and confident that things will get better and turn out well.

3. A growth mindset expects success; it sees a return on investment in person, team and enterprise growth, and development.

4. People with growth mindsets believe enterprises can succeed and get better.

5. They believe that hard work results in positive outcomes.

6. Failure can pave the road to success.

7. It means being open, curious, and playful.

8. To some extent people naturally divide into growth and fixed minded perspectives, but the research indicates that you can make a choice to change.

9. Growth Mindset is having performance and development optimism.

10. It is the glass half full AND we can find a way to fill it.

11. It is Positive Psychology.

12. It's always looking at the bright side.

13. It's the little train that could by repeating I think I can, I think I can, as it went up the steep hill.

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15. Every situation a leader addresses provides an opportunity to apply a Growth Mindset.

16. Fundamental to a Growth Mindset is extracting lessons from what is happening now, and applying those lessons to another, possibly quite different, challenge later.

17. It's cultivating a perspective that whatever the challenge, it is worth learning from.

18. A leader who approaches challenges with the attitude that he or she doesn't have the ability to address the challenge has opened the door on the fixed path, opposite to a Growth Mindset.

Hello!™ KSAL INTERVIEW GUIDE

19. When a leader is faced with considerable barriers, the perspective that the effort to overcome them has multiple benefits and creates an opportunity to learn shows a Growth Mindset.

20. Leaders can encourage others to have more of a Growth Mindset by demonstrating the behaviors that show you can learn from experience, you can use feedback to your benefit, and you can have a sense of purpose in everything you do.

21. Doing this Practice well that an individual:

    a) Is always open to possibilities.

    b) Learns broadly; wide interests.

    c) Is energized by the new, different and unique.

    d) Pushes self into never been done before situations.

    e) Is energized to break through barriers.

    f) Debriefs the good, the bad, and the ugly for learnings.

Interview Questions and Probes to get the conversation started:

1. Can you tell me about a job or significant task you decided to accept where you weren't sure you would be able to do it well? **Probes:** What skills were you short of? How did you go about gaining those missing or gap skills? How confident were you in the beginning? Were you right? How did it turn out? How has that experience impacted you later in your career? What did you learn that is useful today?

2. Are you generally a skeptic or an optimist? Do you tend to underestimate and over perform, or overestimate and just make it in the end? Are you a planning hero or a results hero? **Probes:** Why do you do it that way? Where did you learn that? What end reward are you looking for? What difference does it make? Are there situations in which you do the reverse?

3. As a manager, how do you tend to motivate your team? How do you set goals? **Probes:** Why do you do it that way? Where did you learn that? Do you reward people for setting stretch goals or for getting realistic results? How do you handle not being able to reach stretch goals?

4. Tell me about a time when you were alone or in the minority in supporting a big audacious initiative. A time when you were able to bring people around to your view. **Probes:** What made you more optimistic than others in the beginning? Are you generally that way? Do you often look more at the bright side? What techniques did you use to persuade others? What worked? What didn't? What did you learn from that experience that is useful today?

5. Describe the most critical and challenging feedback you have ever received. **Probes:** What made the feedback difficult and challenging? How did you respond? What did you do with the feedback? How did the feedback affect your effectiveness? What did you learn from that experience that is useful today?

6. Tell me about a time when you and your team were able to respond to a significant, unexpected obstacle or challenge that your bosses doubted could be done. **Probes:** What was the nature of the challenge? Why were you confident it could be done? Are you always like that? How did you learn to act that way? Were you and your team successful? What did you learn from that experience that is useful today?

Hello!™ KSAL INTERVIEW GUIDE

Evidence in Outcomes
Indicators do not always match horizontally.

NEGATIVE INDICATORS					POSITIVE INDICATORS				
1	2	3	4	5	6	7	8	9	10

NEGATIVE INDICATORS	POSITIVE INDICATORS
Tends to be a skeptical and pessimistic "glass half empty" person and manager; prefers to be practical, realistic, and conservative in goal setting.	Tends to be optimistic, "glass half full" person and manager; always looking toward the positive; positive attitude rubs off on team.
Tough feedback brings about defensiveness and blame finding.	Leader prefers and thrives in a feedback rich culture, likes receiving and giving candid feedback.
Slows down and pauses when facing high obstacles and challenges; hesitates taking aggressive and uncertain actions.	Thrives in tough to do tasks and situations; demonstrate a can-do attitude and urges others to do that same; looks forward to challenges.
A fear of failure seems to override the pleasure of uncertain success.	Seeks tough assignments to be challenged to develop new skills.
Trusts the past and sticks to what he or she knows; hesitant to get to far away from what has worked in the past.	Pursues complex challenges for the purpose of learning new things to build capacity for the future.
Always identifies and is impacted by the dark clouds and hesitates to problem solve out of bad situations.	Looks for and uses the silver lining to motivate others to perform beyond their expectations.
Has no examples of breakthrough insights which affected choices or perspectives that led to a better future.	Shares illustrations of breakthroughs that resulted from out of the box thinking in the past that leads to a better future.

Hello!™ KSAL INTERVIEW GUIDE

Advanced Insights from the Brain.

For interviewers who are Brain Smart, educated and trained to take the brain into account when managing and assessing others, insights from recent neuroscience studies provide evidence to help understand, assess, and develop Growth Mindset:

1. Apparently, the brain does better if something convinces it that it is going to do better.

2. Optimistic brains do better than pessimistic brains.

3. Fear of not being able to do something well restrains the brain from using all of its resources.

4. The brain is coded to seek comfort, avoid pain (difficult tasks), and find an efficient path to do both.

5. This coded instruction is so strong and automatic (out of awareness) that the brain makes decisions, and starts taking action (to seek pleasure and avoid pain) before a leader is even conscious of the situation.

6. Consequently, when faced with challenges and barriers which the brain thinks are uncomfortable, leaders applying a growth or can-do mindset have to utilize strategies to defend against the discomfort. They have to push back against the brain's resistance to overcome the difficulties.

7. To manage this natural negative impulse, a leader needs to understand this process is in play, work against the discomfort, and overcome barriers.

8. A leader must intentionally engage strategies to creatively problem solve, and extract lessons from the experience.

9. Developing a growth mindset requires persistent attention to learning tactics, internally monitoring brain reactions to challenges, and determining what actions to take to be open to new insights and lessons.

10. The brain also has a growth mindset of its own.

11. It is constantly on the lookout for more effective and efficient ways to find pleasure and avoid pain.

12. It learns new defense mechanisms and finds new people and conditions to explain failures.

13. The brain is actually very good at learning, just not the things you would like it to learn.

14. It learns to benefit itself.

15. So, a leader must intentionally manage the brain and get it to turn on its learning tools and power for personal growth and performance.

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GM

Growth
Mindset

8

Practice 8 **Growth Mindset**

Recent research validates advantages of having a growth mindset versus a fixed mindset. Having a growth mindset means you are positive, optimistic and confident that things will get better and turn out well. A growth mindset expects success; sees a return on investment in person, team and enterprise growth and development. People with growth mindsets believe enterprises can succeed and get better. They believe that hard work results in positive outcomes. Failure can pave the road to success. It means being open, curious, and playful. To some extent people divide into growth and fixed minded perspectives, but the research indicates that you can make a choice and change.

31A

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GM

Growth
Mindset

8

Practice 8 **Growth Mindset**

Observable Behaviors:
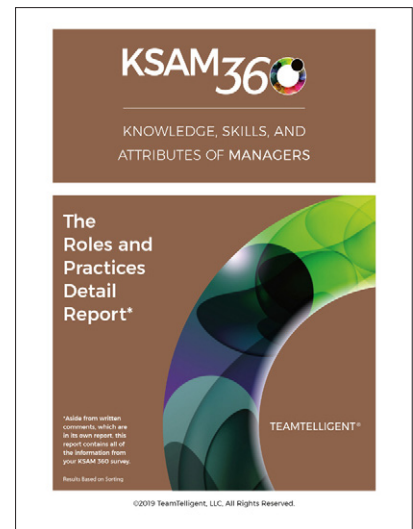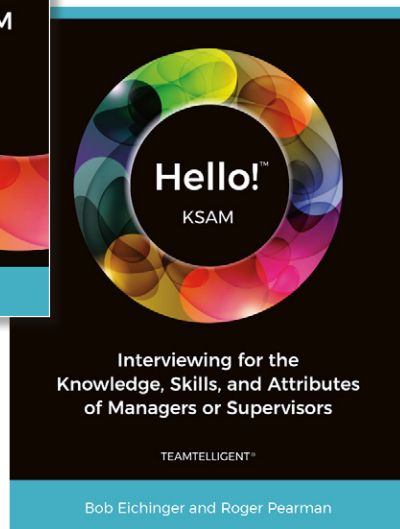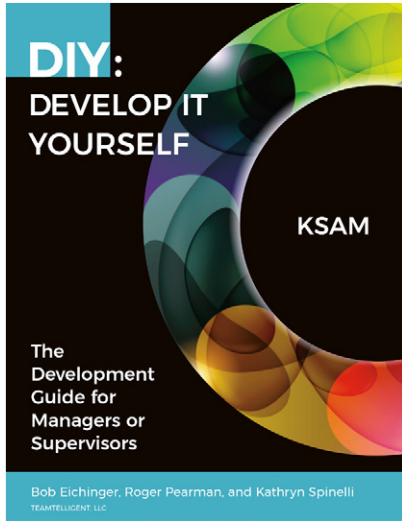
a. Always open

b. Learns broadly

c. Energized by the new, different and unique

d. Pushes self into never been done before situations

e. Energized to break through barriers

f. Debriefs the good, the bad and the ugly for learnings

Domain A: Leading Myself

31B

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KSAM

The Development Guide for
Leaders, Bosses, and Coaches of Managers

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Practice ⑬ Managing Individuals Differently (MID)

This Practice comes from Domain B: Setting Direction

Individuals perform best when they have clear goals and purposes. A great Manager or Supervisor works to communicate the vision through aligning roles and responsibilities, and insuring performance measures are in place to keep everyone pointed in the right direction. Managing hard assets tends to be less of a struggle for most Managers or Supervisors than managing people. The science and practice of people (including customers and stakeholders) is probably more complex than the science of money and resources. The challenge is that people come in different sizes and shapes and skill portfolios. Managers or Supervisors must be skilled at managing those differences to achieve a common outcome.

What is it and why does a Manager or Supervisor need it?

People are different in many ways that matter. To be a great Manager or Supervisor, you have to manage different people differently to get the best out of each. Different people respond differently to the ways Managers or Supervisors act and behave. Great Managers and Supervisors adjust to each person, and use different approaches and influence tactics to motivate each to reach goals and objectives. Managers or Supervisors need to flex communicating and relating. Some do better with specifics and others prefer general concepts and abstractions. Some communicate live in the moment, while others prefer to reflect and think about things before they respond. Some initiate early, and others hold back and wait until others start. One trick pony team Managers or Supervisors do not do well with diverse units or teams. Top Managers or Supervisors flex, adjust, adapt and use multiple techniques and methods agilely.

Observable behaviors:

• Reads people – is a careful observer of differences and understands the ways people differ and what those differences mean.

• Flexes behavior when relating to and working with others.

• Matches the approach to the person so that styles, tactics, and techniques are used that align with the needs of the people being managed.

• Solicits feedback from employees or team members to know what is working in the effort to address the needs of those being managed.

Where does this practice fit in the work of the Manager or Supervisor?

Managing Individuals Differently is one of the most difficult and most important challenges facing every Manager or Supervisor. You have your own preferences and style, but to manage others you have to not only be aware of your approach, but also to pay attention to how your approach works for others. Some team members will have styles very similar to your own and will respond well to your style. Because of that, it's tempting to say that the team needs to adjust to you, or to hire only those who work easily with you. The best Managers or Supervisors resist that temptation. They know that to be the best they need to work with a lot of different people because those differences bring new perspectives, new ideas and innovation, and a good mix of skills to the team.

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Managers or Supervisors who can flex to meet the needs of their team members will get the best results over time, in part because they can motivate all to do their best work. People want to work and will perform better for a manager who recognizes what they need and provides it. Some will need more – or less – of your time and attention. Some will need you to provide structure and detail, and others will be happier if you do not. Some will be motivated by public praise and celebration, and others will strongly prefer that any positive feedback you provide be done in a very low key and private way.

Adjusting to others can sometimes feel like a lot of work, but the most successful Managers or Supervisors are those who can figure out how to flex their approaches for every member of their team.

Measures? How you would be able to objectively measure good performance in this area:

- All team members working for the Manager or Supervisor are productive, despite clearly different styles.

- Team engagement scores or similar measures are higher than average.

- Manager or Supervisor shows interest in gaining team feedback via formal processes, and initiates feedback informally on own. Manager or Supervisor acts on feedback gathered.

- Voluntary resignations and transfers are at least average and are likely lower than for other managers.

- Requests to transfer into the team are at least average and are likely higher than for other managers.

Hazards? What can happen when a Manager or Supervisor lacks adequate skills in Managing Individuals Differently:

- Manager or Supervisor will be said to "have favorites" and will seem to hire others similar to him/herself.

- Productivity of team members will vary, with some clearly struggling even if they've previously been considered successful working for other managers in other roles.

- Engagement scores or other similar measures will be lower, or will show some clear outliers.

- Achievement of team goals will seem to take extra effort, or might be inconsistent.

- Manager or Supervisor may have higher than average turnover.

Becoming Brain Smart: Using your brain to develop Managing Individuals Differently.

Managing Individuals Differently does require the brain to use extra energy. The brain would prefer to follow its own habits and preferences for behaviors and people tactics, as they are deeply embedded in the neural pathways and thus are more energy efficient. They are automatic. When you realize that a different approach or tactic is needed – such as more patience to hear someone out, or sketching out just the big idea when you'd rather explain the entire process – the brain is forced to build a new neural pathway. This takes energy. It's why you're often tired after a long day of meetings with lots of people, even though you've been sitting the vast majority of the time.

It's as if your preferred approach is a superhighway. To manage someone differently requires you first to recognize the need, and then to act in what might be a new way. The first time you do this, you are essentially off-roading. You don't have an existing neural pathway that's easy to follow. And while off-roading is fun at first, and you get a sense of satisfaction from either

getting through to someone or helping them, repeated off-roading is grueling. You begin to crave that superhighway of your own approach. The more tired you are, the more likely you are to just double down on your own behaviors instead of giving the other person what they need to do their best work.

However, each time you repeat a new behavior, the neural connections grow stronger, and as they do, the behavior becomes easier and requires less brain energy. Successful Managers or Supervisors build up a wide variety of people management tactics as they manage different individuals over time. They can switch into various modes as needed to get the best from a person in a given situation. They can access more than one neural pathway with relative ease because they have built those pathways up through repeated use from off-roading trails to at least paved boulevards. That practice over time means that they can then manage individuals differently without excessive fatigue or effort.

Two workarounds that do not involve developing additional skills:

Substitutions: The idea is to find another practice or behavior you are better at that can get the same result, although through another path. Some behaviors that could cover for not being good enough in Managing Individuals Differently would be:

- Practice 25: Working Collaboratively
- Practice 28: Communicating Effectively and Respectfully
- Practice 30: Creating Learning Agile Teams

This will only work if you happen to be enough better at an alternative pathway behavior. If you are not, then you need to develop the behavior directly.

Compensators: An alternative strategy to building a stronger behavior is to add in another behavior that boosts or bolsters the one that is lacking. In this case, the behaviors that might help make lacking in Managing Individuals Differently okay would be:

- Practice 11: Defining Roles and Responsibilities
- Practice 21: Creating Structures and Processes that Work Well
- Practice 26: Creating and Maintaining an Engaging Mood and Tone

Remember these workaround alternatives only work if you are fully aware and own that fact with your team.

Suggestions to Develop This Yourself:

Begin with the four Behaviors listed under the Practice above. Which of these do you most need to work on? Do you know anyone who is really good at these – seek them out and get tips? What do they do that you don't? Observe others to pick up approaches and ideas

Some other ideas for Managing Individuals Differently:

- Make a list of every person who works for you. Identify what is important to them about their work (being the expert, knowing what to do next, getting finished, making others happy etc.) Observe for a few days if you're not sure. Ask others. In what situations do they seem to do their best? What motivates them? What do they focus on when they update you on projects? Do they work better with a co-worker than they do with you? Based on what you observe, try adjusting your approach in some way. Subtle shifts often make for significant impacts.

- In a one-on-one meeting, ask each direct report what you should keep doing, start doing, or stop doing to help them do their best work. Make notes and identify one or two things you could actually do that would help you manage and interact with that individual in a more effective way. Do those one or two of those things for a few weeks. What impact do you see? Ask the individual for feedback.

- Become aware of your own personality preferences and approaches to communication, decisions, and interacting with others. Many organizations offer self-assessment tools that provide a report that outlines your way of interacting in the world, as well as showing how you might differ from others. If your organization doesn't, free or low-cost resources are generally available from websites, applications (i.e. iPad) and books. Study your results, and also note the styles that are opposite from your own. Think of someone that you see as a valuable colleague who has each of those opposite styles. Note the person's strengths and gifts that are different from your own. Then consider how to apply that knowledge to people that you manage who may have similar traits.

- Study motivation. There are many resources available such as books, YouTube videos, TED Talks and Leadership blogs. Understand how you are motivated. Identify several ways that others are motivated and compare and contrast what works for you vs. what works for others.

- Are you sure that your motivations and preferred ways to work are the best? Do you understand how flexing your approach increases your effectiveness with others? You may not see leaders above you who are obviously adjusting to others. So, think beyond your environment. Who in your life has made a big difference for you? What did they do to bring out the best in you? Did they approach you from their needs, or from yours? Memorable managers, those who leave a lasting impact, almost always have adjusted their approach, their timing, and their methods to meet the needs of individuals at the time.

- Search the web for key terms relevant to this Practice. Identify YouTube topics or TED Talks that provide up to date presentations on key terms or phrases that characterize this Practice.

- Create a customized 'Start/Stop" plan; or better yet, have others help you to create one in order to develop any aspect of Managing Individuals Differently. Identify which behaviors to start that will increase your effectiveness with others; identify those to stop, those that create barriers for effectively working with others.

Specific practice, behavior or skill to tune-up?:	My notes:
1 What do I need to **stop** doing?	
2 What do I need to **keep** doing as is?	
3 What can I keep doing with some **adjustment**?	
4 What new things do I need to **start** doing?	
5 What do I need to do **more** of?	
6 What do I overdo (do too much or too loudly) that I need to do **less** of?	
7 What do I need to do **less** of?	
8 What could I **delegate** to cover for my shortcoming?	
9 What can I use to **substitute** for this shortcoming?	
10 What can I use to **compensate** for my shortcoming?	
11 What **subject matter or content** will be useful to study and learn?	

Copy and use the forms in Appendix A (pages 227-244) to create a Deep Dive "Start/Stop" development plan.

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Interviewing for Practice **13: Managing Individuals Differently (MID)**
First time through, read everything, but note important behaviors or concepts in RED.
Then, Quick Reminder Scan before an interview, just scan the RED.

Micro-points and Learnings

1. People are different in many ways that matter.

2. To be a great Manager or Supervisor, you have to manage different people differently to get the best from each.

3. Different people respond differently to the ways Managers or Supervisors act and behave. Some individuals:

   a. do better with specifics while others prefer general concepts and abstractions.

   b. communicate live in the moment, while others prefer to reflect and think about things before they respond.

   c. initiate early, and others hold back and wait until others start.

   d. will need more – or less – of your time and attention.

   e. will need Managers or Supervisors to provide structure and detail, and others will be happier if they do not.

   f. will be motivated by public praise and celebration, and others will strongly prefer that any positive feedback the Manager or Supervisor provides be done in a very low key and private way.

4. Great Managers or Supervisors adjust to each and use different approaches and influence tactics to motivate each to reach stretch goals and objectives.

5. Top Managers or Supervisors flex communicating and relating.

6. The best Managers or Supervisors adjust, adapt, and are technique and method agile.

7. One-trick-pony team managers do not do well with diverse units or teams.

8. Managing Individuals Differently is one of the most difficult and most important challenges facing every Manager or Supervisor.

9. Managers or Supervisors have their own preferences and style, but to manage others they have to not only be aware of their approaches, but also pay attention to how their approaches work for others.

10. Some team members will have styles very similar to the Manager or Supervisor's, and will respond well to their style.

11. Because of that, it's tempting to say that the team needs to adjust to the Manger or Supervisor, or to hire only those who work easily with them.

12. The best Managers or Supervisors resist that temptation.

13. They know that to be the best they need to work with a lot of diverse and different people because those differences bring new perspectives, new ideas and innovation, and a good mix of skills to the team.

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14. Managers or Supervisors who can flex their approach to meet the needs of their team members will get the best results over time, in part because they can motivate all to do their best work.

15. People want to work and will perform better for a manager who recognizes what they need and provides it.

16. Adjusting to others can sometimes feel like a lot of work.

17. At the extreme, a Manager or Supervisor with 7 direct reports would need to manage in 7 ways. And if they had 7 key stakeholders, they would have to interact in 7 ways.

18. Doing this practice well means an Individual:

    a. Reads people – is a careful observer of differences and understands the ways people differ and what those differences mean.

    b. Flexes behavior when relating to and working with others.

    c. Matches the approach to the person so that styles, tactics, and techniques are used that align with the needs of the people being managed.

    d. Solicits feedback from employees or team members to know what is working in the effort to address the needs of those being managed.

BrainTelligent Tips for Managers or Supervisors from Under the Hood

1. Managing Individuals Differently does require the brain to use extra energy.

2. The brain would prefer to follow its own habits and preferences for behaviors and people tactics, as they are deeply embedded in the neural pathways and thus are more energy efficient. They are automatic.

3. When a Manager or Supervisor realizes that a different approach or tactic is needed – such as more patience to hear someone out, or sketching out just the big idea when you'd rather explain the entire process – their brains are forced to use a different or build a new neural pathway.

4. This takes extra energy. It's why you're often tired after a long day of meetings with lots of diverse people, even though you've been sitting the vast majority of the time.

5. It's as if a Manager or Supervisor's preferred approach is a superhighway.

6. To manage someone differently requires the Manager or Supervisor to first to recognize the need, and then to act in what might be a new way. The first time a Manager or Supervisor does this, they are essentially off-roading. They don't have an existing neural pathway that's easy to follow. And while off-roading is fun at first, and the Manager or Supervisor may get a sense of satisfaction from either getting through to someone or helping them, repeated off-roading is grueling. The Manager or Supervisor begins to crave that simple and straight superhighway of their own approach.

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7. The more fatigued a Manager or Supervisor is, the more likely they are to double down on their own behaviors instead of giving the other person what they need to do their best work.

8. However, each time the Manager or Supervisor repeats a new behavior, the neural connections grow stronger, and as they do, the behavior becomes easier and requires less brain energy.

9. Successful Managers or Supervisors build up a wide variety of people management tactics as they manage different individuals over time.

10. They can switch into various modes as needed to get the best from a person in a given situation.

11. They can access more than one neural pathway with relative ease because they have built those pathways up through repeated use from off-roading trails to at least paved boulevards.

12. That practice over time means that they can then manage individuals differently without excessive fatigue or effort.

Interview Questions and Probes to Start the Conversation

1. **Question:** Tell me about a time when you sought feedback from your team regarding your management or leadership approach and style. **Probes:** What did you learn from this feedback? What about your approach was working well? What changes did you make as a result of the feedback? How did you hold yourself accountable to new behaviors? How did you sustain your intended changes?

2. **Question:** Tell me about one of your highest performing team members. And tell me about a team member who struggled. **Probes:** How did their approaches align, or not align, to your preferred style? How did you discover these differences? How did you alter your communication to both? What motivation and delegation tactics did you use? What feedback approach did you use? What did you learn about your own effectiveness as a Manager or Supervisor? How were you able to use those lessons when working with others?

3. **Question:** Tell me about the most essential elements, or characteristics, that you consider when making a hiring decision for your team. **Probes:** Are they common to every job you have filled? Why are those most important to you? How have those elements, or characteristics, changed over time? How have they helped you?

4. **Question:** Tell me about a hiring mistake that you have made. **Probes:** What did you hope this person would be able to do? What made this a hiring mistake? What did you do to help this person be productive, or able to contribute to the team? How did they respond? What could you have done differently? How have those lessons impacted your approach to hiring today?

5. **Question:** Tell me about a time when you had to manage people (directly or indirectly) who were located remotely from your usual office, and/or who work a different schedule than you do. **Probes:** How did you build relationships with these people initially? How did you maintain connections over time? How did you determine how to work most effectively these individuals? How did you have to adjust your style or approach based on the distance, time, and culture gaps?

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6. **Question:** Tell me about a time when you were surprised by a reaction you got, or when someone responded in a very different way than you anticipated. **Probes:** How had you initially thought they would respond? How did they respond? Why do you think they responded or reacted so differently from what you expected? What did you learn from this situation?

7. **Question:** Tell me a time when you had to behave and act in a manner quite different than your natural style to get something done. **Probes:** Who were you trying to influence? In what ways were they different than you? What did you change in your approach to be more effective? How did it end up working? How often do you find yourself having to do this?

Evidence in Outcomes
Indicators do not always match horizontally.

NEGATIVE INDICATORS					POSITIVE INDICATORS				
1	2	3	4	5	6	7	8	9	10

The Manager or Supervisor...	
Offers similar tactics for dealing with people in all examples or situations offered; has fewer ways of motivating others.	Uses a wide variety of tactics for interacting with and motivating others based on the needs of the individuals.
Offers few to no examples of modifying behavior based on feedback from others.	Can outline in some detail changes made quickly, and over time, in response to feedback from others.
Has a hiring profile that seems very similar to his/her own style..	Comfortable hiring those who are quite different from own personal style.
Seeks to hire only those who "fit in"; seems to have favorites or those who follow him/her from role to role.	Considers culture of the team, but looks for "different;" has examples of hiring those diverse in background, experiences or demographics.
Doesn't read people well; can't anticipate responses and is surprised by reactions.	Reads people well; can anticipate reactions and responses and is generally accurate.
Considers it important to deal with all in the same ways.	Considers it important to meet people where they are, and meet their needs.
Sees "equal" treatment as the only way to be fair.	Focuses on being "fair," but uses different approaches when needed to manage individuals.
Believes the team and individuals should always adjust to his/her style and needs.	Recognizes that while expectations need to be set, he/she needs to work with team members in different ways to get the best from each of them.

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MID
Managing
Individuals
Differently

13

Practice 13 Managing Individuals Differently

People are different in ways that matter. To be a great Manager, **you have to manage different people differently**, to get the best out of each. Different people respond differently to the ways Managers act and behave. Great Managers and Supervisors adjust to each and use different approaches and influence tactics to motivate each to reach goals and objectives. Managers and Supervisors need to flex communicating and relating. Some do better with specifics and others prefer general concepts and abstractions. Some communicate in the moment while others prefer to reflect and think about things before they respond. Some initiate early and others hold back and wait until others start. One-trick-pony team leaders do not do well with diverse units or teams. Top Managers flex, adjust, adapt and are technique and method agile.

41A

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MID
Managing
Individuals
Differently

13

Practice 13 Managing Individuals Differently

Observable Behaviors:

a. Reads people - is a careful observer of differences and understand the ways people differ and what those differences mean

b. Flexes behavior when relating to and working with others

c. Matches the approach to the person so that styles, tactics, and techniques are used that align with the needs of the people being managed

d. Solicits feedback from employees or team members to know what is working in the effort to address the needs of those being managed
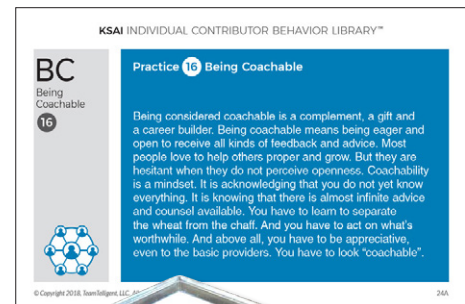
Domain B: Setting Direction

41B

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KSAI

The Development Guide for Leaders, Bosses, and Coaches of Individual Contributors

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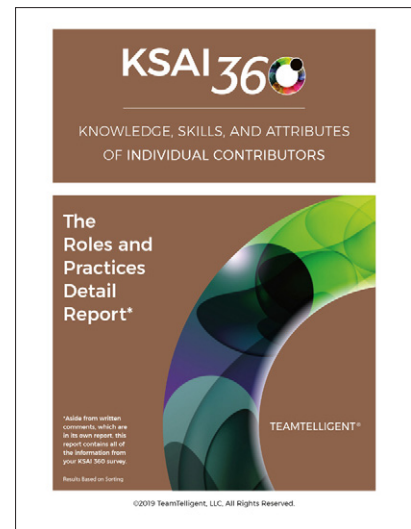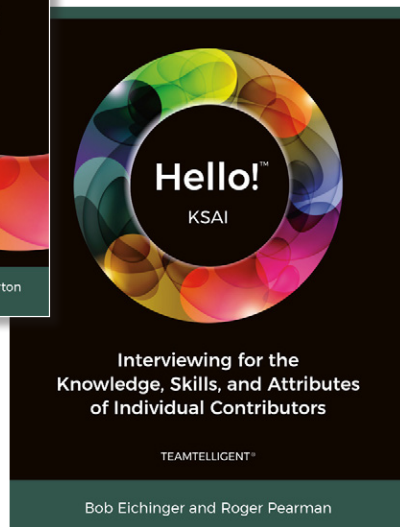
Practice ⑯ Being Coachable (BC)

This Practice comes from Domain C: Relating

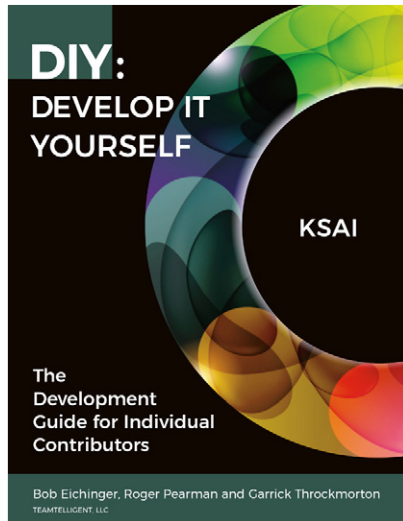All positions in organizations rely on working with others. Working with others means informing and influencing others, showing support and collaborating to help get great things accomplished. As always when working with others, being interpersonally adaptive and responsive, and knowing how to effectively address conflict when it arises are keys to having productive relationships. Often Individual Contributors (IC) discover that understanding the customer's experience as well as the overall nature of the organization seeking to meet a customer's needs enables them to provide appropriate responses where needed. Working with those above you as an Individual Contributor means being open to the guidance and advice of supervisors and bosses.

What is it and why does an Individual Contributor need it?

Being considered coachable is a complement, a gift and a career builder. Being coachable means having a Growth Mindset (See Practice 25: Having High Aspirations for Personal Growth). Being coachable means being eager and open to receive all kinds of feedback and advice, good, bad and even ugly. Most people love to help others prosper and grow. But they are hesitant when they do not perceive openness. Or see evidence of defensiveness. Coachability is a mindset. It is acknowledging that you do not yet know everything. It is knowing that there is almost infinite advice and counsel available. You have to learn to separate the wheat from the chaff. And you have to act on what's worthwhile. And above all, you have to be appreciative. You have to look and act "coachable".

Doing this Practice well includes being able to do the following:

- Has a coachability mindset.
- Is experienced and open to all kinds of advice, counsel and feedback; the good, bad and the ugly.
- Asks for feedback when none is offered.

- Remains calm and appreciative when being coached, even critical and corrective.
- Separates the true from the untrue, trivial from the critical, relevant from the irritant.
- Selectively acts on the coaching and circles back and confirms the effort and success to the provider.

Where does this practice fit in the work of the Individual Contributor?

Being Coachable as an Individual Contributor is a basic building block of a long and successful career. This mentality allows an Individual Contributor to not only be open to receiving feedback from others, but to also seek out the feedback of those around them proactively. Coachable individuals see themselves as imperfect yet malleable, and therefore seek feedback as a tool to help shape and form their behavior in a way that maximizes their current performance and future potential.

When receiving feedback, coachable individuals are aware of both their verbal and nonverbal response. Half of the information you communicate to others is nonverbal. Posture. Facial expressions. Tenseness. Folded arms. Glancing away. Responding with the signs of defensiveness or a closed demeanor is a quick way to ensure you never receive feedback from

that individual again. This would add up to a perception that you are not coachable. Being considered uncoachable or uncomfortable to coach would then block the flow of value adding personal growth feedback.

On the other hand, responding with openness, has an opposite and equal impact. You increase the likelihood of receiving additional feedback in the future and also gain credibility as a coachable person. Furthermore, research has shown a direct correlation between skills and coachability! It is, however, important to note that Being Coachable should not be confused with agreeing with all feedback that you receive. You always need to decide if the information is relevant and applicable.

The work that you produce in your role, coupled with the way that you present at work, as an Individual Contributor is always under the view of others. This includes, but not limited to, your manager. You also leave perceptions with everyone that you come into contact with from customers, peers, and other members of management to name a few. Being Coachable means opening yourself up to feedback from all of these sources as ultimately, all feedback allows you to continue to refine your approach and improve your performance over time.

Measures? How you would be able to objectively measure performance in this area:

- Is constantly looking for ways to improve their approach to work and is interested in seeking feedback from others at all levels to aide in this process of personal improvement.

- Seeks feedback even when they know it may be bad, or simply ugly.

- Brings a calm demeanor to a coaching session, or coaching conversation, and uses strong listening and reflecting skills to paraphrase what they hear in the session to ensure understanding.

- Shows gratitude to those that provide feedback by thanking them for the gift of feedback.

- Highlights areas of improvement that will create the strongest development leverage and places these into a Development Plan that they work towards accomplishing.

- Circles back with those that provide feedback over time to inquire about their perceived progress.

Hazards? What can happen when an Individual lacks the skills associated with the practice; Being Coachable?

- Is uninterested in seeking feedback from others and only relies upon the feedback received from their manager, often only during a mid year or annual evaluation.

- Only actively seeks feedback when they have a high degree of confidence that it will be positive.

- Seems anxious during coaching conversations, has difficulty focusing, uses poor listening skills, and is defensive.

- Does not show gratitude to those that provide them feedback but instead is defensive, or deflects by changing the conversation.

- Struggles with acting upon the feedback that they receive because of a lack of judgement used to separate the true from untrue, trivial from critical, or relevant from irritant.

- Seldom, if ever, checks back in with those that provided the feedback to see if there has been perceived improvement.

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Brain Note: Brain insights from recent neuroscience evidence to help understand and improve Being Coachable:

The brain has mixed motives. On the one hand, its prime directive is to protect the package it comes in from harm so that it can continue. It is especially good at detecting threat, real or imagined. It has a 4 to 1 ratio of negative over positive conclusions. It is designed to be sure and safe so it sees threat where there actually is none. Immediately as it perceives threat, it triggers the so-called fight or flight response. It is so fast that the fight or fight response starts BEFORE the rest of you even sees the potential threat. Your nonverbal behavior starts showing before you have had a chance to think. Your protective brain does not wait for the reflective consideration and processing from the rest of your brain of the threat. It decides and acts.

On the other hand, if it is not too dangerous, the brain has an interest in growing and becoming stronger. It is selfish. It looks to build skills that will be useful in future defense of self.

One way the brain handles feedback is to use filters. It will consider negative feedback from a trusted (safe) friend or colleague. It likes positive feedback. It might even agree with some critical or negative feedback if it has already accepted the fact beforehand. It might be more open to corrective feedback in a safe (private) situation but not in a public forum.

So, although this can't literally be done, it would be good if we could turn off the protective part of our brain so that it listens and welcomes all feedback. It would be good if we are experienced as coachable. Open to all feedback regardless of quality.

The next best thing is to have a Growth Mindset. Willing to take all kinds of feedback in order to grow and become a better performer, have a better future and a successful and fulfilling career.

Apparently, the brain does better if something convinces it that it is going to do better. Optimistic brains do better than pessimistic brains. So, fear of not being able to do something well restrains the brain from using all of its resources. Expectations that trying the new and different is positive leads the brain to try.

The brain is coded to seek comfort, avoid pain (difficult tasks), and find an efficient path to do both. This pre-coded instruction is so strong and automatic (out of awareness), that it operates such that the automatic brain makes decisions and starts taking action (to seek pleasure and avoid pain) before a person is even conscious of the situation.

Consequently, when faced with challenges and barriers which the brain thinks are uncomfortable, people applying a growth or can-do mindset have to utilize strategies to defend against the discomfort and push back against the resistance to overcome the difficulties. To manage this natural negative impulse, a person needs to understand this process is in play and work against the discomfort and overcome barriers.

A person must intentionally engage strategies to creatively problem solve and extract lessons from the feedback experience. Developing a growth mindset requires persistent attention to learning tactics, internally monitoring brain reactions to challenges, and determining what actions to take to be open to new insights and lessons.

So a growth mindset means to look at all feedback as potentially useful information. It has to be processed to decide what's real and worthwhile, but that's a cognitive activity after the feedback event. During the feedback event, the only task is to listen, understand and be appreciative.

Proactively seeking feedback allows verification. Getting feedback on your presentation skills from 5 people gives you a better chance of deciding what's real and what's not.

So the mentality is – survey says... If many people think you ask questions that come off as challenging instead of information seeking, then that's probably real and something you need to change.

The reactive brain also has a growth mindset of its own. It is constantly on the lookout for more effective and efficient ways to find pleasure and avoid pain. It learns new defense mechanisms and finds new people and conditions to blame or explain failures. The brain is actually very good at learning, just not the things you would like it to learn. It learns to protect and benefit itself.

So, an IC must intentionally manage the brain and get it to turn on its learning tools and power for personal and team growth and performance. It needs to expect and look forward to the gift of corrective feedback.

Getting better at being Coachable:

1. Two Workarounds that do not require building the coachability skills:

A. Substitutions
The idea is to find another behavior you are better at that can get the same result, although through another path. Some behaviors that could cover for not being good enough in Being Coachable would be:

- Practice 25: Having High Aspirations for Personal Growth
- Practice 26: Building and Having a Growth Mindset

This would only work if you happen to be good enough at an alternative pathway behavior. If you are not, then you need to develop the behavior directly.

B. Compensators
An alternative strategy to building a stronger behavior is to add in another behavior that boosts or bolsters the one that is lacking. In this case, the behaviors that might help make lacking in Being Coachable okay would be:

- Practice 1: Managing Self
- Practice 28: Seeking and Acting on Feedback

Remember these workaround alternatives only work if you are fully aware and own that fact with others.

2. Suggestions to Develop This Yourself

Begin with the Behaviors listed under the Practice above:

- Has a coachability mindset.
- Is experienced as open to all kinds of advice, counsel and feedback; the good, bad and the ugly.
- Asks for feedback when none is offered.
- Remains calm and appreciative when being coached, even critical and corrective.
- Separates the true from the untrue, trivial from the critical, relevant from the irritant.
- Selectively acts on the coaching and circles back and confirms the effort and success to the provider.

Which of these do you most need to work on? Do you know anyone who is really good at these? Seek them out and get tips. What do they do that you don't? Observe others to pick up approaches and ideas.

3. Some Other Ideas for Being Coachable:

- Managing the feedback event. When you find yourself in a feedback event, the process is always the same. Take a deep breath. Relax your body. Monitor and restrain any automatic nonverbal signs of being uncomfortable or defensive. Bring your full attention on line. If you happen to have pencil and paper at hand, get ready to take notes. Then say something like, "thanks, can you tell me more"? Whether good, bad or ugly, "can you give me any more details"? "Do you know if others saw the same thing?" "What should I have done instead?" "Thanks, if you think of anything else later, please pass it on." That routine doesn't mean you accept everything that is said. It just says you are interested in hearing. Than later, you can reflect. Ask others for verification. Decide if it deserves attention. Consider the source or sources. If real and important and the sources are trustable and credible, design a plan to address the issue. Then thank everyone who contributed. You are now going to be seen as coachable.

- Acknowledge blind spots exist. Let's face it, we all have varying degrees of behaviors that are known to those around us, yet unknown to ourselves. These areas of low awareness must have the spotlight shined on them in order for anyone to take action. First, acknowledge that these exist. Shift your mindset towards being coachable. Decrease the anxiety that may exist when you think about pursuing feedback. Ultimately, your blind spots simply make you normal! Studies have shown that everyone has about 3 to 4 significant blindspots. Your career goal should be to get that to zero.

- Conduct a self-directed 360-degree assessment. Do not wait for your organization to sponsor a formalized 360-degree assessment for you! Build a list of credible and trusted individuals that are your peers, your superiors, and those outside of your function that you support (internal or external to the company) and engage them using the stop/start/continue technique listed below. Interview at least 2 people that fall into each category and ask them to provide you feedback on what behaviors they think you should start/stop/continue. Thank them for their feedback, identify patterns, and then prioritize where you will build development goals.

- Assume an attitude of gratitude for the gift of feedback. Think about a time where someone asked you to provide them feedback or even advice on any topic? You likely felt honored, excited, and pleased that they would value your feedback. You may have even felt like they gave you a gift for creating the safe space that you could enter into with them. Being coachable means creating this safe space for others as you bring your open mindset to them for coaching, followed by expressing gratitude for their time. With the same gratitude that you felt when approached to give feedback, provide to others who have provided you the gift of their feedback.

- Attend a conference to improve your subject matter expertise. There are always opportunities to expand your learning and understanding in a variety of areas. Attend a conference and focus on sessions where you lack knowledge of expertise. By encountering areas where you do not know everything, you will experience some discomfort and struggle, which is evidence of growth. Lean into these moments!

- Practice mindfulness. Mindfulness as a practice can help you to manage your thoughts, emotions, and overall anxiety during moments where you are receiving good, bad, or ugly feedback. There are a litany of online resources to help you develop this discipline so that you can apply them in any moment where you feel the tension building.

- Ensure you understand the feedback that you received by using questions and paraphrasing skills. It is not uncommon to leave a feedback session and not truly understand what you just heard! Before leaving, paraphrase what you have heard back to the provider to check for understanding. Paraphrasing is a quick tactic to apply where you summarize the key elements of the feedback you just received. For example, "What I heard you say is that when giving formal presentation I tend to reduce my eye contact. This creates a lack of confidence with the audience and reduces the credibility of my message. Is that correct?"

- Commit to making Being Coachable a lifelong habit. Make it your default mindset. Building this mindset is not just for the Individual Contributor. It is career long. Commit to consistently Being Coachable throughout your career.

4. **In order to get better at the practice of Being Coachable:**

   - Copy and use the form in Appendix A to create a Deep Dive development plan.
   - For a quick tune-up, work through these questions.

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In order to tune up my Being Coachable:

Specific practice, behavior or skill to tune-up?:	My notes:
1 What do I need to **stop** doing?	
2 What do I need to **keep** doing as is?	
3 What can I keep doing with some **adjustment**?	
4 What new things do I need to **start** doing?	
5 What do I need to do **more** of?	
6 What do I need to do **less** of?	
7 What do I overdo that I need to do **less** of?	
8 What could I **delegate** to cover for my shortcoming?	
9 What can I use to **substitute** for this shortcoming? What am I already good at that can take the place of the Practice I'm not as good at? Three listed in DIY.	
10 What can I use to **compensate** for my shortcoming? What am I already good at that will support (add to) the Practice I'm not as good at? Three listed in DIY.	
11 What **subject matter or content** would it be useful to study and learn?	

Copy and use the form in Appendix A to create an additional tune up plan.

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Interviewing for Practice **16: Being Coachable (BC)**
First time through, read everything, but note important behaviors or concepts in RED.
Then, Quick Reminder Scan before an interview, just scan the RED.

Micro-points and Learnings

1. Being considered coachable is a compliment, a gift and a career builder.

2. Being coachable means having a Growth Mindset (See Practice 25: Having High Aspirations for Personal Growth).

3. Being coachable means being eager and open to receive all kinds of feedback and advice, good, bad and even ugly.

4. Most people love to help others prosper and grow but they are hesitant when they do not perceive openness. Or see evidence of defensiveness.

5. Coachability is a mindset. It is acknowledging that you do not yet know everything. It is knowing that there is almost infinite advice and counsel available.

6. Being Coachable as an Individual Contributor is a basic building block of a long and successful career.

7. This mentality allows an Individual Contributor to not only be open to receiving feedback from others, but to also seek out the feedback of those around them proactively.

8. Coachable individuals see themselves as imperfect yet malleable, and therefore seek feedback as a tool to help shape and form their behavior in a way that maximizes their current performance and future potential.

9. When receiving feedback, coachable individuals are aware of both their verbal and nonverbal response. Half of the information you communicate to others is nonverbal. Posture. Facial expressions. Tenseness. Folded arms. Glancing away.

10. Responding with the signs of defensiveness or a closed demeanor is a quick way to ensure you never receive feedback from that individual again and add up to a perception that you are not coachable.

11. Being considered uncoachable or uncomfortable to coach would then block the flow of value adding personal growth feedback.

12. On the other hand, responding with openness, increases the likelihood of receiving additional feedback in the future and helps Individual Contributors gain credibility as a coachable person.

13. Furthermore, research has shown a direct correlation between skills and coachability!

14. It is, however, important to note that Being Coachable should not be confused with agreeing with all feedback that you receive. You always need to decide if the information is relevant and applicable.

15. You have to learn to separate the wheat from the chaff. And you have to act on what's worthwhile. And above all, you have to be appreciative. You have to look and act "coachable".

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16. The work that you produce in your role, coupled with the way that you present at work, as an Individual Contributor is always under the view of others. This includes, but is not limited to, your manager.

17. You also leave perceptions with everyone that you come into contact with from customers, peers, and other members of management to name a few.

18. Being Coachable means opening yourself up to feedback from all of these sources as ultimately, all feedback allows you to continue to refine your approach and improve your performance over time.

19. Doing this practice well means an Individual:

    a. Has a coachability mindset.

    b. Is experienced as open to all kinds of advice, counsel and feedback; the good, bad and the ugly.

    c. Asks for feedback when none is offered.

    d. Remains calm and appreciative when being coached, even critical and corrective.

    e. Separates the true from the untrue, trivial from the critical, relevant from the irritant.

    f. Selectively acts on the coaching and circles back and confirms the effort and success to the provider.

BrainTelligent Tips for Individual Contributors from Under the Hood

1. The brain has mixed motives. Its prime directive is to protect the package it comes in from harm so that it can continue.

2. It is especially good at detecting threat, real or imagined. It has a 4 to 1 ratio of negative over positive conclusions.

3. It is designed to be sure and safe so it sees threat where there actually is none. Immediately as it perceives threat, it triggers the so-called fight or flight response. It is so fast that the fight or fight response starts BEFORE the rest of you even sees the potential threat.

4. Your nonverbal behavior starts showing before you have had a chance to think. Your protective brain does not wait for the reflective consideration and processing from the rest of your brain of the threat. It decides and acts.

5. On the other hand, if it is not too dangerous, the brain has an interest in growing and becoming stronger. It is selfish. It looks to build skills that will be useful in future defense of self.

6. One way the brain handles feedback is to use filters. It will consider negative feedback from a trusted (safe) friend or colleague. It likes positive feedback. It might even agree with some critical or negative feedback if it has already accepted the fact beforehand. It might be more open to corrective feedback in a safe (private) situation but not in a public forum.

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7. So, although this can't literally be done, it would be good if we could turn off the protective part of our brain so that it listens and welcomes all feedback. It would be good if we are experienced as coachable. Open to all feedback regardless of quality.

8. The next best thing is to have a Growth Mindset. Willing to take all kinds of feedback in order to grow and become a better performer, have a better future and a successful and fulfilling career.

9. Apparently, the brain does better if something convinces it that it is going to do better. Optimistic brains do better than pessimistic brains.

10. So, fear of not being able to do something well restrains the brain from using all of its resources. Expectations that trying the new and different is positive leads the brain to try.

11. The brain is coded to seek comfort, avoid pain (difficult tasks), and find an efficient path to do both. This pre-coded instruction is so strong and automatic (out of awareness), that it operates such that the automatic brain makes decisions and starts taking action (to seek pleasure and avoid pain) before a person is even conscious of the situation.

12. Consequently, when faced with challenges and barriers which the brain thinks are uncomfortable, people applying a growth mindset have to utilize strategies to defend against the discomfort and push back against the resistance to overcome the difficulties. To manage this natural negative impulse, a person needs to understand this process is in play and work against the discomfort and overcome barriers.

13. A person must intentionally engage strategies to creatively problem solve and extract lessons from the feedback experience. Developing a growth mindset requires persistent attention to learning tactics, internally monitoring brain reactions to challenges, and determining what actions to take to be open to new insights and lessons.

14. So a growth mindset means to look at all feedback as potentially useful information. It has to be processed to decide what's real and worthwhile, but that's a cognitive activity after the feedback event. During the feedback event, the only task is to listen, understand and be appreciative.

15. Proactively seeking feedback allows verification.

16. Getting feedback on your presentation skills from 5 people gives you a better chance of deciding what's real and what's not. So the mentality is – survey says…. If many people think you ask questions that come off as challenging instead of information seeking, then that's probably real and something you need to change.

17. The reactive brain also has a growth mindset of its own. It is constantly on the lookout for more effective and efficient ways to find pleasure and avoid pain. It learns new defense mechanisms and finds new people and conditions to blame or explain failures.

18. The brain is actually very good at learning, just not the things you would like it to learn. It learns to protect and benefit itself.

19. So, an Individual Contributor must intentionally manage the brain and get it to turn on its learning tools and power for personal and team growth and performance. It needs to expect and look forward to the gift of corrective feedback.

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**Interview Questions and Probes
to Start the Conversation**

1. **Question:** Tell me about a time that you received constructive performance feedback, that was highly useful, yet hard to hear. **Probes:** What caused the feedback to be most useful? Why did you find it hard to hear at the time? How did you protect against defensiveness? What did you do with the feedback? How did you decide it was worth listening to? What was the result of the changes you made? What did you learn through this process about feedback?

2. **Question:** Describe the coaching style of your favorite, and least favorite, manager. **Probes:** What were the key differences in their style that you found most/least helpful? How did your performance differ under each style? Were you able to protect against being defensive to feedback with both? If so, what learning tools did you use to assist you? If not, what caused this to be challenging? What did you learn from both?

3. **Question:** Tell me about a circumstance where you had to listen to good, bad, and ugly feedback about your performance and then decide what was worth acting upon. **Probes:** What was the good, bad, and ugly feedback? What process did you follow to validate, or discredit, the feedback? Who did you consult with during this process? What feedback did you decide to keep? What feedback did you decide to disregard? In hindsight, did you make the right decision?

4. **Question:** Reflect upon a time that you proactively sought out feedback from others. **Probes:** What feedback did you receive? What caused you to be proactive versus passive in seeking the feedback? How did being proactive feel compared to when you have been passive? What did you do with the feedback? What did you learn from the process?

5. **Question:** Tell me about the steps you take after receiving feedback. **Probes:** How do you decide the steps you will take next? In what way do you capture the feedback (journal, development plan, etc)? How do you hold yourself accountable to making progress? With what frequency do you check in with others in monitoring your improvement? How do you decide to move on to your next goal?

6. **Question:** Tell me about a time you reacted poorly to feedback. **Probes:** What feeling surfaced as you heard the feedback? What role did the source of the feedback play in your response? What was the outcome of this experience? What did you do with the feedback? Would you do anything differently in hindsight? What did you learn?

Hello!™ KSAI INTERVIEW GUIDE

Evidence in Outcomes
Indicators do not always match horizontally.

NEGATIVE INDICATORS					POSITIVE INDICATORS				
1	2	3	4	5	6	7	8	9	10

The Individual Contributor...	
Has limited and weak examples of feedback received that drove improvement in their performance.	Details multiple times where feedback was used to stimulate growth and development over their career.
Waits to receive feedback from their Manager.	Is proactive to solicit feedback from their Manager, peers, and customers to accelerate growth.
Defaults to defensiveness when receiving feedback and appears anxious, or stressed, during coaching sessions.	Is appreciative, and looks forward to coaching sessions, to refine their approach to work.
Is unable to describe how to filter useful, from useless, feedback received.	Activates processes to filter useful from useless feedback and describes the impact this has had on their career.
Avoids assignments, projects, and circumstances that may result in discomfort or challenges and seeks those that are more pleasant and pleasurable.	Seeks out assignments, projects, and circumstances that are full of discomfort and challenge to become a better performer.
Is unaware of their nonverbal response to feedback and creates a defensive perception.	Manages their nonverbals during moments of receiving feedback in order to be coachable and appreciative of the moment.
Agrees with all feedback that is received regardless of if it is valid.	Shows sincere appreciation for the gift of all feedback to others, and then decides which components they will tend to.
Does not set personal, or career, development goals and is ambivalent about growth.	Has a running 'list' of personal and professional development goals that they can speak to when asked and detail their action steps.

KSAI INDIVIDUAL CONTRIBUTOR BEHAVIOR LIBRARY™

BC
Being Coachable
16

Practice 16 Being Coachable

Being considered coachable is a complement, a gift and a career builder. Being coachable means being eager and open to receive all kinds of feedback and advice. Most people love to help others prosper and grow. But they are hesitant when they do not perceive openness. Coachability is a mindset. It is acknowledging that you do not yet know everything. It is knowing that there is almost infinite advice and counsel available. You have to learn to separate the wheat from the chaff. And you have to act on what's worthwhile. And above all, you have to be appreciative, even to the basic providers. You have to look "coachable".

24A

KSAI INDIVIDUAL CONTRIBUTOR BEHAVIOR LIBRARY™

BC
Being Coachable
16

Practice 16 Being Coachable

Observable Behaviors:

a. Demonstrates a coachability mindset

b. Is experienced as open to all kinds of advice, counsel and feedback; the good, bad and the ugly

c. Remains calm and appreciative when being coached, even badly

d. Separates the true from the untrue, trivial from the critical, relevant from the irritant

e. Acts selectively on the coaching and circles back and confirms the success to the provider

Domain C: Relating

24B

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KSA360

Assessment Reports

KSAL360
KNOWLEDGE, SKILLS, AND ATTRIBUTES OF LEADERS

The KSAL Combined Report

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KSAL360
KNOWLEDGE, SKILLS, AND ATTRIBUTES OF LEADERS

Practice Placemat Highlighted Report

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KSAL360
KNOWLEDGE, SKILLS, AND ATTRIBUTES OF LEADERS

The Roles and Practices Detail Report*

*Aside from written comments, which are in its own report, this report contains all of the information from your KSAL 360 survey.

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KSAL360
KNOWLEDGE, SKILLS, AND ATTRIBUTES OF LEADERS

Rating Summary Report

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KSAL360
KNOWLEDGE, SKILLS, AND ATTRIBUTES OF LEADERS

Written Comments Report

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KSAL 360

KNOWLEDGE, SKILLS AND ATTRIBUTES OF LEADERS

The KSAL Combined Report

Generated for:
Healthcare Sample

TEAMTELLIGENT™

KSAL 360 Combined Report for Healthcare Sample

Introduction to the Combined Report

The KSAL Combined Report integrates all of the available reports from the KSAL assessment. With this report you have the following elements:

Placemat Highlight Report
Based on the overall averages (without your self ratings), the top 3rd and bottom 3rd Practices have been highlighted in the overall KSAL framework and model.

Summary Rating Report
Based on the overall averages (with your self ratings in a separate category), the Roles and Practices are listed from the highest to the lowest.

Role and Practices Detail Report
Listed in order of highest to lowest, all of the Roles and Practices are presented with the average ratings from each group who completed the survey. This is the most complete data review of all ratings provided with the survey.

Comments Report
Written comments by raters are presented in randomized order and without reference to source or group. Comments are not edited or corrected in any way. Raters could provide general comments on behaviors to adjust to specific guidance on selected Practices.

Each report has tips and guidance for understanding and using the information in that report. It is important to follow the tips for interpreting your data and soliciting guidance from appropriately trained resources.

KSAL 360 Practice Placemat Highlighted for Healthcare Sample

This Report

Using the placemat of the KSAL Practice Library, this report highlights the top 3rd (highlighted in Green) and bottom 3rd (highlighted in Red) Practices using the OVERALL averages of the raters for each Practice. Self-ratings are not included in the calculations. If less than the full set of Practices is used, the missing Practices will be greyed out.

The color highlighting is done using the overall average score across all raters other than you. Although the scores are listed in this and other reports with two decimal points, ties are decided using the third or fourth decimal. Normally, there would be 12 highs (Green), 12 lows (Red), and 11 in the middle. Because of ties at the high and low end, your results might be slightly different.

Make the Most of Your Report

- Look at the patterns of Green (high scores) and Red (low scores) highlights which show your overall results. Are most of the Greens or Reds occurring in one leadership behavior domain? Many times, the Greens will be concentrated in one or maybe two Domains and the Reds in the others. Practices within Domain are more related to one another than they are related to Practices in other Domains. Therefore, if you are high in one Practice in one Domain, there is a higher chance you will be high or middle in the rest.

- There are a few people who have highs and lows in all four Domains. Generally, they have a very diverse background and have done a lot of different kinds of jobs. There is no good or bad picture. Concentration in a couple of Domains might work as well as the high/low spread across Domains.

- Notice how the highlights are distributed in the library of Practices, including the Yellow highlights which are Practices not rated at this time. This informs you as to the range of Practices measured in this administration of the assessment.

- Self-ratings are indicated through highlighted Practice numbers (1 to 35) on the left green, black, or red (highs, middles, and lows). You can compare you self-rating against the rest of your raters. You might see some blindspots where your rating is Green and all other raters are Red. You think you are pretty good at the Practice but others don't agree. You might also find that you have hidden strengths. That's where your rating is Red and everyone else's ratings are Green. You are better at that Practice than you think. You should use it more.

- Each of the Practices is embedded within a Domain, or an important point of view, about how each Practice operates. Review the definitions provided below.

- Reds are your lowest rated skills. But that doesn't mean you need to work on them because they are low. What determines what you should be working on will be the importance of each of the Practices to the job you are doing now and maybe the next most likely job. It might even be that you need to work on a middle Practice because it is one of the 5 most critical Practices. So lowest doesn't always mean trouble. No one is good at all 35 Practices.

KSAL 360 Rating Summary for Healthcare Sample

Introduction

The Rating Summary Report provides a listing of Roles and Practices from the highest to lowest overall ratings. Keep in mind that you and the raters were asked to rate using the following directions:

5 – **The best of 10 or the top or an Exemplar**
This person has this Driver, Marker, or Practice at a level which would be considered by me and others to be the standard role model. Among 10 comparable (in experience, level and preparation) people, this person does this the best.

4 – **Among the top 3 of 10 but not the best or top**
This person has this Driver, Marker, or Practice at a level which would be considered by me and others to be better than most, just below the top performer. Among 10 comparable (in experience, level, and preparation) people, this person does this in the top three of ten but would not be the first.

3 – **Among the middle 4**
Compared to 10 comparable people, this person's level on this Driver, Marker, or Practice is about in the middle, neither really good at it or bad at it compared to the 9 others.

2 – **Among the bottom 3 of 10 but not the least**
This person has this Driver, Marker, or Practice at a level which would be considered less (lower) than most others, other than the bottom performer. Among 10 comparable (in experience, level and preparation) people, this person does this in the lowest three of ten but is not the last.

1 – **Lowest of 10 or last or least**
This person's performance in this Driver, Marker, or Practice is the least or lowest of the 10. They are the lowest compared to the 9 others.

Don't know/can't rate clearly

KSAL 360 Rating Summary for Healthcare Sample

Sample Summary Report (Practices)

	01	02	03	04	05	06	07	08	09	10	11
	Number	Alpha Code	Practice	Rank	Overall	Self	Managers	Peers	Direct Reports	Customers	Others
	6	PBM	Personal Brand Management	1	4.33	4.00	3.00	4.40	4.51	4.07	4.23
	11	SC	Self-Confidence	2	3.95	4.00	4.05	3.87	3.50	4.00	3.75

Report Meanings

01 The number of the Role (1 – 9) or Practice (1 - 35). Number order has no independent meaning.

02 Each Practice has a unique alpha code (generally the first letter of the title words) used for randomizing the order. The alpha code has no independent meaning.

03 The title of the Role or Practice.

04 Numerical rank order taking all of your raters and adding them together. You are not included. The rank is 1 (first, highest, greatest score) to 9 (last, lowest) for Roles, and 1 (first) to 35 (last) for Practices. Your report may contain fewer than 35 Practices.

05 This is all of your raters without your score combined into one complete group.

06 This is the rating of each Role or Practice you gave yourself on the five-point scale.

07 Although it is labeled managers, in most cases there is one manager. In some more matrixed organizations, there might be multiple managers. Sometimes a past manager is added. So, you will either have whole numbers, 1 through 5, or averages if there is more than one manager.

08 These are your peers and colleagues, usually at your level in the organization. It takes three or more peer raters to have this column displayed. If you only have two or one peer, the rating or ratings will be moved to Other (11). Other would only be displayed if there are three or more. Even if they are not displayed in Peers and Others, they are included in the Overall (column 5).

09 This column is your direct reports. It takes three or more direct report raters to have this column displayed. If you only have one or two direct reports, the rating or ratings will be moved to Other (11). Other will only be displayed if there are three or more. Even if they are not displayed in Direct Reports and Others, they are included in the Overall (5).

10 This column displays your customers, inside or outside. It takes three or more customer raters to have this column displayed. If you only have one or two customers, the rating or ratings will be moved to Other (11). Other will only be displayed if there are three or more. Even if they are not displayed in Customers and Others, they are included in the Overall (5).

11 This column displays results from raters who do not fit any of the categories above plus any less than three raters from peers, direct reports, and customers. It takes three or more Other raters to have this column displayed. If you only have one or two others, the rating or ratings will not be displayed. Other will only be displayed if there were three or more. Even if they are not displayed in Others, they are included in the Overall (5).

KSAL 360 Roles and Practices Detail for Healthcare Sample

Practices

			GROWTH MINDSET					
No.	Alpha Code	Rank	Overall					Rater Spread
			1	2	3	4	5	
8	GM	24			3.40			H

When this Practice is done well, these behaviors are present:	1. Always open 2. Learns broadly 3. Energized by the new, different, and unique 4. Pushes self into never been done before situations 5. Energized to break through barriers 6. Debriefs the good, the bad, and the ugly for learnings

Group	Scores					Rater Spread
	1	2	3	4	5	
Overall (not self)			3.40			H
Self				4.00		-
Managers		3.00				-
Peers		3.00				L
Direct Reports				4.00		M
Customers			3.33			M

KSAL 360 Written Comments for Healthcare Sample

Introduction to the Rater Comments Report

The KSA Suite of Multi-rater tools involves the gathering of perceptions by observers on the demonstration and importance of very specific behaviors. Raters from different levels of an organization are invited to offer general comments about behaviors to stop, start, continue, and to offer specific comments on selected Practices. These written comments create a "word picture" of how Roles and Practices are being experienced by those whom a leader or manager needs to influence, motivate, and inspire. Gaining a clear sense of this picture is vital to understanding what to continue doing, modify doing, stop doing, or develop for the future.

This report is focused on providing specific, directed comments from raters on dimensions of behaviors to start, stop, adjust, work around, and compensate for. Often those individuals who are observing behavior have excellent narrative suggestions that add depth to the kinds of things a leader needs to address to increase effectiveness.

Reviewing Your Comments Report

As you read your written comments:

- Don't try to figure out who wrote the comment. Remember, that if someone had the courage or took the time to write a comment, others might think the same and would have also written the same comment but didn't this time. Consider each comment to be a sample of the group. Do NOT go back and talk to raters to find out who said what.

- Look for unusual comments as these may suggest nuances in behavior that may need some additional exploration. For example, if one individual out of twelve noted that "you should start asking more members of the team for their suggestions and stop relying on a few people," then getting additional feedback about this behavior can be very useful.

- It is common to get opposing comments. Supporters will write a comment slanted one way and a detractor will write the opposite comment.

- It is typical for some raters to write lots of useful comments and other raters to write none. So, your comments might be coming from just a few of your raters.

- What you should look for are patterns. Are people commenting on the same issues? If yes, compare those issues to the rest of your reports to find the specific behaviors they are addressing.

- Assume everyone writing a comment is interested in helping you be better. From time to time, there will be a detractor who decides to dump a lot of attitude toward you. Try to find the positive within the negative. Why would one of your raters say these things?

The rest of the KSA reports are more structured and scientific and should be considered the official record on you and your behavior. Comments add flavor and tone. Don't get obsessed with one or two comments and forget what the rest of the reports said.

This KSA Introduction has provided you with a sample across three key products in our KSA Suite. Below you will find a complete and comprehensive listing our of products across the KSA library: KSAL (Leaders), KSAM (Managers), KSAI (Individual Contributors), KSAP (High Potentials), and KSAT (Teams).

DIY (Develop It Yourself)

DIY is a book that is designed specifically to be the "go to guide" to develop the Roles and Practices that increase effectiveness across each KSA library. Roles and Practices will vary in importance from organization to organization, so having a guide that allows rapid access to what matters is vital.

This guide includes:
- The Domain of the Practice.
- Why the Practice is Important.
- Behaviors of the Practice.
- Where the Practice fits in the work of each KSA library.
- How to measure performance in the Practice.
- What can happen when the Practice is done poorly.
- Brain insights from recent neuroscience to help develop the Practice.
- A Tuning Up Plan or Ideas and Suggestions for Development.

Sort Cards

Practices will vary in importance from organization to organization. Sort cards immerse decision makers into exercises that put the science directly in their hands in order to determine what is most important in the organizational context. What Practices are most important to your role/job/function/organization today? What are the Practices that will be needed to support the organization's future state? These common questions can be answered with the tangible use of sorting cards. The outcome? Solid plans that can be implemented throughout a talent system.

Gain access to the **KSA Suite of Tools** by joining our **Virtual Certification Workshops**

360 Assessments

We have developed a comprehensive suite of assessment tools to facilitate development including our 360 assessment to provide well rounded development feedback that fuels performance.

Our assessment allows the production of 5 reports;

1. The Placemat Highlight Report - The highest and lowest overall ratings of the selected Practices and Roles.
2. The KSA Summary Report - Summary of the highest and lowest ratings of the Roles and Practices.
3. The KSA Roles and Practices Detail Report - View all of the data with the exception of the written comments. Each Role and Practice selected for the assessment is presented with all of the averages across groups.
4. The KSA Written Comments Report - View of all the written comments verbatim, without reference to source or position on the organization.
5. The KSA Combination Report - Combination of all four reports into one.

Hello! Interview Guide

Everyone wants highly effective team members on their team to meet the expectations of stakeholders, customers, and team members. However, successfully recruiting and hiring effective team members is not easy! Hello! provides you with a comprehensive and easy to use interview guide with all the tools you need to increase your probability of hiring effective team members every time. These tools support your ability to conduct four effective interviews that focus upon Culture Fit, Functional and Technical Skills, Candidate Potential, and a primary focus on the candidate's ability to fulfill the needed Roles, Practices and Behaviors of effective team members in your organization across the KSA library.

Placemats

Placemats allow the user to have rapid access to an overview of the KSA information in easy to access format. Placemats have been designed in several ways to meet your needs and come in both color and black and white versions.
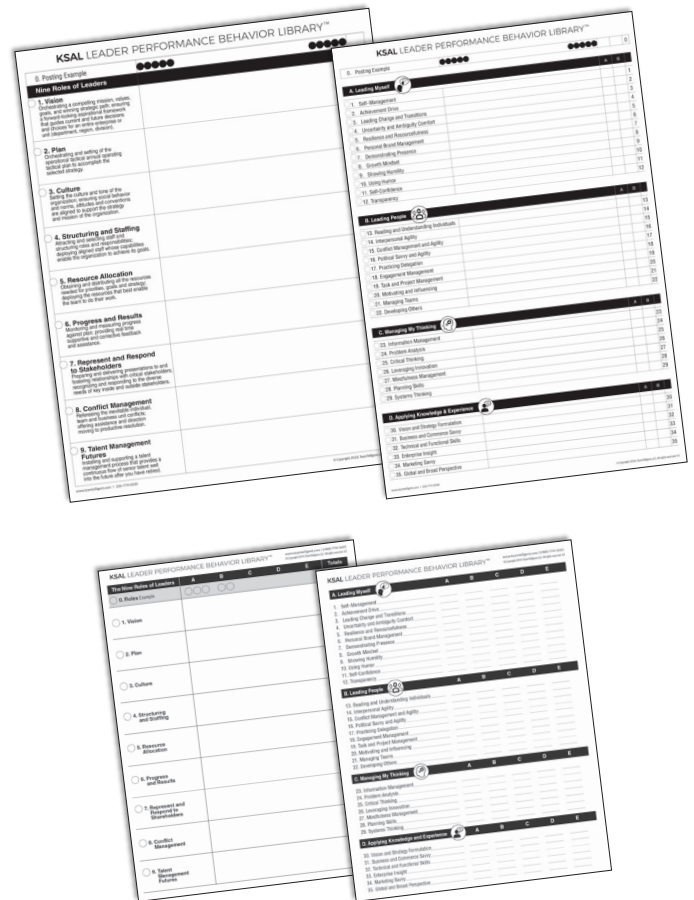
- SIDE A/B - Accessible Overview of the library of Roles and Practices and a Review of Developmental Difficulty of all Practices

- SIDE C/D - User friendly view of how each Role connects to the Practices and identification of the mission critical Practices for success.

- SIDE E/F - At a glance view of how all Practices can be leveraged to build your career through assignments accompanied with definitions of Career Assignment.

Tally Sheets

Let's be honest. Your desk can get messy. When engaging with our sort cards exercises, Tally Sheets provide a clean framework for recording the insights that you discover. Tally Sheets allow decision makers to jump from sorting exercises, to analysis, to action planning and come in both:

- Role Tally Sheets
- Practice Tally Sheets

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