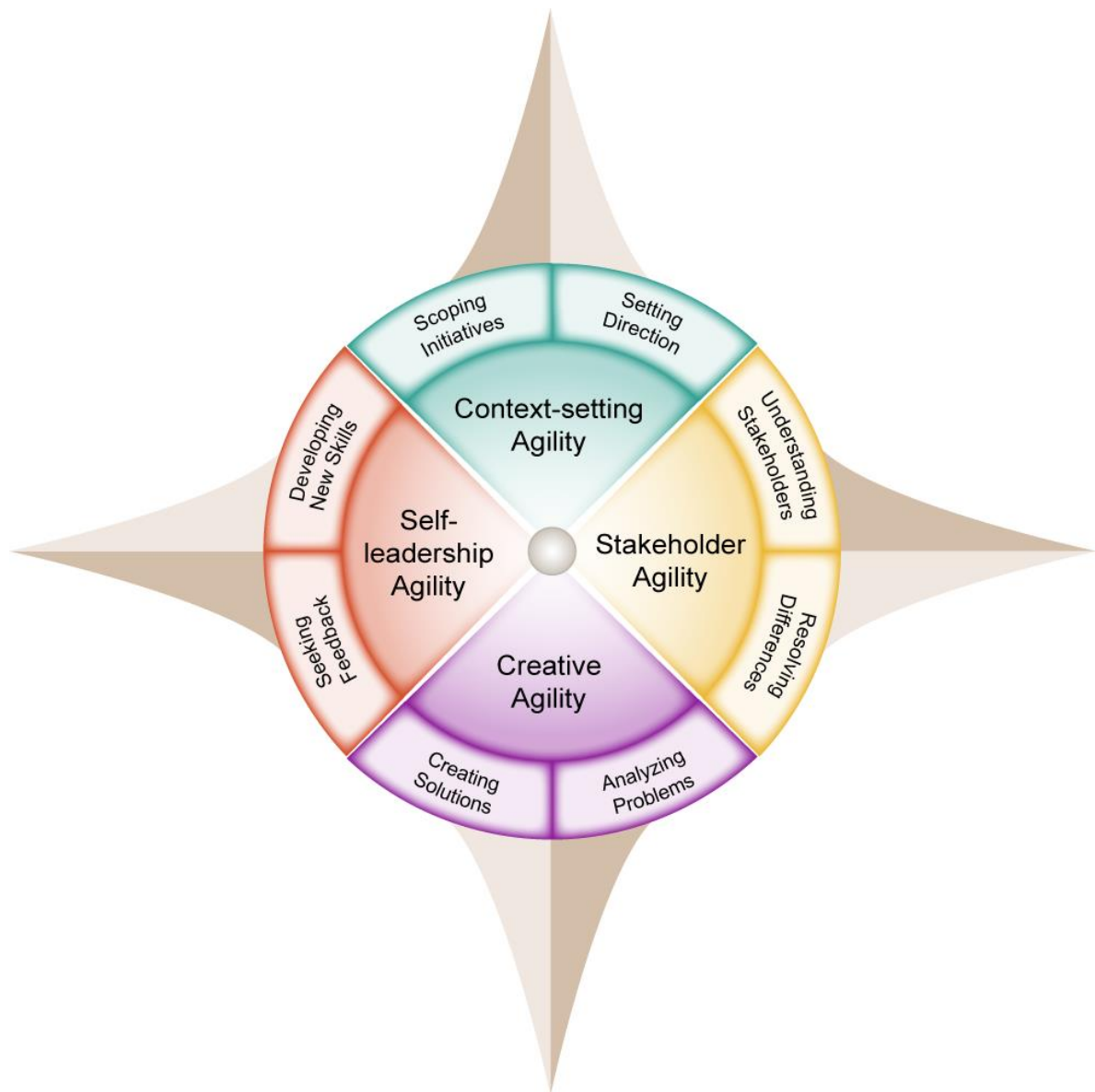# Leadership Agility 360 Items from the Certification Workshop

Context-Setting in Pivotal Conversations

"Framing" the discussion

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Scoping Initiatives

Ensuring that a shared "agenda" (set of topics) gets clarified

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Expert

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Achiever

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Catalyst

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Focuses on issues that require immediate attention

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Clarifies the range of topics they would like the conversation to cover

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Clarifies an agenda for the conversation that incorporates the concerns of each party

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Jumps into the conversation and focuses on what feels most compelling, without stepping back and thinking and talking about the context of the conversation or the inter-connected topics that may need attention. Does not take opportunities to step back and do this during the conversation.

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Takes the initiative to make at least a first-pass on identifying the key topics that will need to be covered for the conversation to be successful. Formally or informally clarifies an "agenda" for the conversation. And/or steps back to do this, as needed, during the conversation.

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Goes beyond the Achiever-level practice to engage the other party in collaboratively identifying the key topics that need to be included in the conversation. Shares one's own views about the relevant topics and explicitly invites the other party to do the same, arriving at a joint "agenda" for the conversation. And/or does this, as needed, during the conversation.

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Example: Ed the Expert

This Ed jumps in and gives directives to direct reports and to the R&D group without evoking the larger context for these conversations or clarifying inter-connected topics that need to be covered. When his HR VP gives him feed-back, he immediately reacts without stepping back.

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Example: Ed the Achiever

In addressing the performance issues of his VP of Manufac-turing, this Ed does not focus on a single event but rather sets the context by describing the behavioral pattern he sees and relating it to strategic objectives. He lays out a process for his VP and himself to use as they move through a series of conversations about the VPs performance.

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Example: Ed the Catalyst

We do not see exactly how this Ed frames his conversations with the VP of Manufacturing. However, we do see how he experiments with collaboratively re-framing the conversation from one solely focused on performance issues to one about best fit between a person and their role in the organization.

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Pat Sample: Scoping Initiatives in Pivotal Conversations

Ensuring that a shared "agenda" (set of topics) gets clarified

Jeff, the VP of Manufacturing at Special Chem, has complained to Pat that R&D gives Manufacturing too many products that are not sufficiently designed with manufacturing needs and constraints in mind. Pat thinks (hasn't yet said) that the root cause of this problem lies in inadequate collaboration between people at the interfaces between the two divisions.

Key Differences between Achiever & Catalyst Practices	Example of Catalyst Practice in Conversation with Jeff
How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?	What would it look like, **behaviorally**, for **Pat** to apply this Catalyst-level practice in a productive conversation Pat could initiate with Jeff?

Context-Setting in Pivotal Conversations

"Framing" the discussion

Setting Direction		
Clarifying a set of shared outcomes for the conversation		
Expert	*Achiever*	*Catalyst*
Focuses on the substance of the conversation	*Considers others' objectives while making their own objectives clear*	*Explicitly invites a candid dialogue intended to result in mutually beneficial outcomes*
Jumps into the conversation without stepping back and clarifying about any desired outcomes for the conversation. Does not take opportunities to step back and do this during the conversation.	States their own desired outcomes for the conversation and also either explicitly or implicitly considers the other person's objectives. And/or steps back to do this, as needed, during the conversation.	States their desire to have an open dialogue, with an outcome that takes each party's views and priorities into account. Also asks questions that clarify the other person's level of interest and receptivity in having this kind of conversation.
Example: Ed the Expert In giving direction to direct reports and in responding to the HR VPs feedback, this does not step back to clarify desired outcomes for these conversations.	**Example: Ed the Achiever** In addressing the performance issues of Ray, his VP of Manufacturing, this Ed does not focus on a single event but rather sets the context by describing the behavioral pattern he sees and relating it to strategic objectives. He lays out a process for Ray and himself to use as they move through a series of conversations about the VPs performance.	**Example: Ed the Catalyst** In introducing the strategic off-site, this Ed sets direction by stating his desire for a mutually beneficial conversation and explicitly inviting others' views: "We need everyone to contribute their best work and their best ideas. That's what's going to secure your job and mine, starting right here in this meeting. … I got right into it by asking questions. A few brave souls spoke up, and we were off and running"

Pat Sample: Setting Direction
in Pivotal Conversations

Clarifying a set of shared outcomes for the conversation

Jeff, the VP of Manufacturing at Special Chem, has complained to Pat that R&D gives Manufacturing too many products that are not sufficiently designed with manufacturing needs and constraints in mind. Pat thinks (hasn't yet said) that the root cause of this problem lies in inadequate collaboration between people at the interfaces between the two divisions.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Conversation with Jeff*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*What would it look like, **behaviorally**, for **Pat** to apply this Catalyst-level practice in a productive conversation Pat could initiate with Jeff?*

Stakeholder Agility - Pivotal Conversations

Understanding & resolving differences with others

Understanding Stakeholders		
Asking about, listening to & considering others' concerns and priorities		
Expert	*Achiever*	*Catalyst*
Anticipates the other person's concerns and priorities	*Asks questions to understand the other's concerns and priorities*	*Goes out of their way to surface and genuinely consider opposing concerns and priorities*
Makes assumptions about the other person's concerns and priorities, but does not explicitly inquire as to what these concerns and priorities actually are. Does not check the accuracy of their own assumptions about where others are coming from. Relatively low level of empathy for others whose views and priorities conflict with their own.	Explicitly inquires about and seeks to understand the other person's concerns and priorities. Moderate level of empathy for others whose views and priorities conflict with one's own.	Not only inquires about and seeks to understand the other person's concerns and priorities, but also at least temporarily "tries on" and genuinely considers even those views that seem to directly oppose their own. Relatively high level of empathy for others whose views and priorities conflict with one's own.
Example: Ed the Expert When talking with direct reports, including his VP of HR, who tries to give him feedback, this Ed makes assumptions about others' perspectives, but he does not make it a priority to ask about and understand their views and priorities in their own terms.	**Example: Ed the Achiever** The "Ed's" scenario in the book only provides a few instances of this Achiever-level behavior. It is most evident in his skip-level interviews and his conversations with customers – not only talking with current ones, but also talking with former customers to find out why they are no longer current customers.	**Example: Ed the Catalyst** In introducing the strategic off-site, this Ed goes out of his way to put employees at ease and let them know he was genuinely interested in their ideas. He does the same thing in his executive team meetings and in his conversations with Ray about his performance issues. Another major example is asking his executive team for feedback on his leadership style.

Pat Sample: Understanding Stakeholders in Pivotal Conversations

Asking about, listening to & considering others' concerns and priorities

Jeff, the VP of Manufacturing at Special Chem, has complained to Pat that R&D gives Manufacturing too many products that are not sufficiently designed with manufacturing needs and constraints in mind. Pat thinks (hasn't yet said) that the root cause of this problem lies in inadequate collaboration between people at the interfaces between the two divisions.

Key Differences between Achiever & Catalyst Practices	Example of Catalyst Practice in Conversation with Jeff
How would you briefly explain the key differences to **Pat**, *assuming Pat scored roughly in the Achiever range on this practice?*	*What would it look like,* **behaviorally**, *for* **Pat** *to apply this Catalyst-level practice in a productive conversation Pat could initiate with Jeff?*

Stakeholder Agility - Pivotal Conversations

Understanding & resolving differences with others

Resolving Differences (Power Style)

Balancing/combining advocacy & inquiry to ensure depth of dialogue

Expert	*Achiever*	*Catalyst*
Listens to the other's position but usually relies on their own viewpoint	*Listens to and considers the other's views while clearly explaining their own*	*Engages in collaborative dialogue to achieve creative, mutually beneficial outcomes*
Hears what others say when they express views and priorities that differ from one's own. However, regardless of whether one's power style tends to be strongly assertive or outwardly accommodative, one is not very likely to be influenced by these differing views and priorities. This is partly because one tends to frame differences in more-or-less either/or, right/wrong, win/lose terms.	One's power style tends to be either mainly assertive with some compensating accommodative tendencies, or more accommodative with some compensating assertive tendencies. Either way, one attempts to resolve differences by using some combination of both styles. Because one tends to frame differences as existing along a spectrum with many shades of grey in between, one adds compromise to the options of winning and losing, etc.	Because one is equally comfortable being assertive and accommodative, one has a more balanced power style. This makes it possible to "combine advocacy with inquiry" (Argyris and Schon) and to move to the most situationally appropriate point on the spectrum between assertiveness to accommodation. In addition to the possibilities that Achievers see and strive for, one looks for the possibility of true, creative win-win solutions that provide beneficial outcomes to both parties.
Example: Ed the Expert Ed is described at the outset as someone who has an assertive personality. When Ed the Expert is assertive, he is strongly assertive and shows no real evidence of openness to being influenced by those with differing views. In conversations with direct reports and his VP of HR, this Ed retains his own opinions, regardless of what others say. (Note: The power style of some Experts is predominantly accommodative. See Carlos in the Expert chapter of the book).	**Example: Ed the Achiever** This Ed is still predominantly assertive, but he compensates for this style, to a certain extent, by being able to listen to others. In addressing the performance issues of his VP of Manufacturing, he steps up to the tough conversation and handles it in a professional manner that has an element of compromise in that it allows the VP to "win" a good package, even though he loses his job. However, this Ed does not gain much under-standing of what underlies the VP's poor	**Example: Ed the Catalyst** Although assertiveness has historically been this Ed's preference, he has developed an equal comfort level with listening and a willingness to be influenced by others. This ability is particularly evident in his conversations with Ray, which have the quality of true dialogue. On the one hand, he is direct with Ray about the performance issues and provides good illustrations. On the other hand, he demonstrates a genuine interest in Ray's perspective on these issues, asks what his ideal job would be, and, together, they uncover a creative, mutually beneficial solution.

Pat Sample: Resolving Differences in Pivotal Conversations (Power Style)

Balancing/combining advocacy & inquiry to ensure depth of dialogue

Jeff, the VP of Manufacturing at Special Chem, has complained to Pat that R&D gives Manufacturing too many products that are not sufficiently designed with manufacturing needs and constraints in mind. Pat thinks (hasn't yet said) that the root cause of this problem lies in inadequate collaboration between people at the interfaces between the two divisions.

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Creative Agility in Pivotal Conversations

Analyzing and solving problems with others

Analyzing Problems		
Using a systemic perspective and diagnosing underlying issues		
Expert	*Achiever*	*Catalyst*
Focuses on the most pressing business and/or technical problems	*Analyzes relevant inter-connected business and/or technical issues*	*Expands the discussion to include underlying group or interpersonal problems*
Focuses rather exclusively on immediate pressing issues, and focuses on one problem at a time with little systemic awareness of the connections between various issues.	When examining a particular business or technical issue, retains a systemic awareness of other issues that may be connected in relevant ways to the focal issue.	Includes and goes beyond the Expert and Achiever perspectives by seeing "through" business and/or technical issues to the dynamics of the human systems underlying these issues. "Human systems" refers to individuals, groups, inter-group relationships, organizational culture, industry culture, and so on.
Example: Ed the Expert In conversations with direct reports, this Ed focuses exclusively on the most pressing problems. He also tends to focus on each problem as a separate issue. His response to feedback from his HR VP focuses on a particular solution he had advocated for R&D, without considering other impacts that solution or his way of delivering it might have.	**Example: Ed the Achiever** In looking at the performance of his VP of Manufacturing, this Ed focused not only on the consequences for Manufac-turing, but also on the impact that not addressing this issue might have on the executive team and the company's ability to achieve the mandate given by Cecelia.	**Example: Ed the Catalyst** In discussing performance issues with Ray, this Ed included but went beyond an Achiever perspective. His question about what Ray's ideal job would be was asked because he saw Ray as a human being, not just a human resource – and because this Ed was considering the larger human system, not just Ray's current role. His way of conversing with Ray reflected attention to the relationship between the two of them, not just to the business and organizational issues involved.

Pat Sample: Analyzing Problems
in Pivotal Conversations

Using a systemic perspective and diagnosing underlying issues

Jeff, the VP of Manufacturing at Special Chem, has complained to Pat that R&D gives Manufacturing too many products that are not sufficiently designed with manufacturing needs and constraints in mind. Pat thinks (hasn't yet said) that the root cause of this problem lies in inadequate collaboration between people at the interfaces between the two divisions.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Conversation with Jeff*
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Creative Agility in Pivotal Conversations

Analyzing and solving problems with others

Creating Solutions		
Developing solutions that go beyond the usual boundaries		
Expert	*Achiever*	*Catalyst*
Seeks solutions shown to be effective by their own prior experience	*Develops solutions that draw on each party's experience*	*Jointly develops highly creative solutions that go beyond the problem's usual boundaries*
Tries to come up with the solution that makes most sense, based on one's own expertise and experience. This approach reflects limited insight into the extent of one's own subjectivity and a tendency to be strongly identified with one's own opinions.	In generating solution ideas and deciding on the best solution, tries to take into account, at least to some extent, the other party's experience and perspective. This approach reflects moderate insight into one's own subjectivity and therefore somewhat less identification with one's own opinions.	Tries to work with the other party to identify a set of shared solution criteria, then, together, generate solution ideas that attempt to satisfy the full set of solution criteria. In a word, one seeks out the possibility of win-win solutions. Solutions that meet these criteria require creative thinking that often moves beyond the assumptions initially held by either party.
Example: Ed the Expert This Ed tells his VP of HR that his ideas for the R&D group are the right ones, even if the group complains that he did not listen to their views.	**Example: Ed the Achiever** In talking with customers and former customers, this Ed looks for ways to improve the company that take into account customer experiences and perspectives.	**Example: Ed the Catalyst** In talking with Ray about his performance issues, this Ed works with Ray to explore creative solutions based on a possible redefinition of the original problem: From "Ray isn't performing in his role" to "Is Ray in the best role for him and the company?"

Pat Sample: Solving Problems
in Pivotal Conversations

Developing solutions that go beyond the usual boundaries

Jeff, the VP of Manufacturing at Special Chem, has complained to Pat that R&D gives Manufacturing too many products that are not sufficiently designed with manufacturing needs and constraints in mind. Pat thinks (hasn't yet said) that the root cause of this problem lies in inadequate collaboration between people at the interfaces between the two divisions.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Conversation with Jeff*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*What would it look like, **behaviorally**, for **Pat** to apply this Catalyst-level practice in a productive conversation Pat could initiate with Jeff?*

Context-Setting in Leading Teams

How team improvement initiatives are "framed"

Scoping Initiatives		
Clarifying the breadth and depth of the change		
Expert	*Achiever*	*Catalyst*
Focuses on changes in personnel or in the team's work procedures	*Improves team's internal processes & external relations*	*Radically improves the team's culture and external relations*
Framing focuses on improvements within the boundaries of one's authority and expertise, that is, on internal processes and procedures or personnel changes on the team. Framing pays little or no attention to the larger context beyond these boundaries.	Because one sees one's team as a system operating in a larger environment, one's framing of team improvement initiatives includes not only the Expert focus on personnel and internal operations, but goes beyond it to include improvement of relationships with key groups or organizations in the team's environment.	Framing includes the Expert and Achiever perspectives but goes beyond them to include improvement of the team's "culture. Team culture here means the norms and dynamics that characterize the team's actual functioning, especially how these norms do or do not contribute to empowerment, participation, straight talk and collaboration. At the Catalyst level, one is seeing "team culture" as including the team's relationships with external groups and organizations (though probably not using the term "team culture").
Example: Ed the Expert This Ed makes several attempts to improve his executive team meetings: "I've tried forceful arguments, provocative questions. I've even tried to get them to debate issues." He winds up making a procedural change to have less regular meetings and focus more on one-on-one meetings with his direct reports.	**Example: Ed the Achiever** This Ed's attempts to improve the performance of his team include initiating several important processes (customer surveys and strategic planning). Both processes not only increase the ways in which the executive group works together as a team but also focus this work on important external relationships.	**Example: Ed the Catalyst** In addition to Achiever-like initiatives, this Ed sets out to transform the culture of the executive team, so that, together, they can model and lead the development of a highly participative, empowered organizational culture characterized by open, honest communication. "I'm trying to develop an executive team that can serve as the prototype of a participative culture."

Context-Setting in Leading Teams

How team improvement initiatives are "framed"

Setting Direction		
Clarifying the intended outcomes of the improvement initiative		
Expert	*Achiever*	*Catalyst*
Focuses on incremental changes and improvements	*Initiates changes intended to improve both short-term and long-term performance*	*Creates an energizing, break-through vision for short- and long-term change*
One brings a tactical perspective to improving team performance, which results in a focus on relatively short-term, incremental improvements.	One's approach to team improvement initiatives that is strategic as well as tactical. Therefore, these initiatives have both short-term and long-range objectives.	In addition to focusing on both short-term and long-rang improvements in team perfor-mance, one's vision for the team includes the development of an open, honest, empowered, participative team. Part of the vision is that, together, this leadership team will transform the organization's culture in similar ways. The rationale for this vision is that its fulfillment is needed in order to develop a truly agile, organization, capable of sustained high performance.
Example: Ed the Expert This Ed's attempts to improve the functioning of his team all have a "tinkering" quality, focusing exclusively on attempted short-term improvements and adjustments.	**Example: Ed the Achiever** This Ed's introduction of customer surveys and a strategic planning process is intended not only to improve his team's performance in the short term. These improvements are also intended to help the team improve over the longer-term in order to achieve the strategic objectives articulated in Cecelia's mandate.	**Example: Ed the Catalyst** This Ed's vision for his team is not just any vision. In addition to Achiever-like improvements, his vision is literally to transform the culture of the executive team, so it can perform at a level that goes significantly beyond what takes place in most executive teams. His vision for the team is linked to a similarly transformative vision for the organization: "I'm trying to develop an executive team that can serve as the prototype of a participative culture."

Pat Sample: Scoping Initiatives
when Improving Team Performance

Clarifying the breadth and depth of the change

Pat wants to develop a more participative, collaborative team, so they can work together to create a cohesive, integrated R&D division. But the team sees Pat as a leader whose assertive, non-facilitative style is only somewhat encouraging of this level of candor and participation.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Improving Team Performance*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that would help develop the kind of team Pat wants?*

Pat Sample: Setting Direction
when Improving Team Performance

Clarifying the intended outcomes of the improvement initiative

Pat wants to develop a more participative, collaborative team, so they can work together to create a cohesive, integrated R&D division. But the team sees Pat as a leader whose assertive, non-facilitative style is only somewhat encouraging of this level of candor and participation.

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*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that would help develop the kind of team Pat wants?*

Stakeholder Agility in Leading Teams

Understanding & resolving differences with team members

Understanding Stakeholders		
Asking about, listening to & considering the team's concerns & priorities		
Expert	*Achiever*	*Catalyst*
Anticipates which team members will need to make the most adjustments	*Seeks to understand team members' views about needed changes*	*Solicits and openly considers team members' contrary views about needed changes*
Makes assumptions about team members' concerns and priorities, but does not explicitly inquire as to what these concerns and priorities actually are. Does not check the accuracy of their own assumptions about where others are coming from. Relatively low level of empathy for others whose views and priorities conflict with their own.	Explicitly inquires about and seeks to understand team members' concerns and priorities. How open the Achiever team leader is to being influenced by team member views is often unclear. Moderate level of empathy for others whose views and priorities conflict with one's own.	Not only inquires about and seeks to understand team members' concerns and priorities, but also at least temporarily "tries on" and genuinely considers even those views that seem to directly oppose one's own. Relatively high level of empathy for others whose views and priorities conflict with their own.
Example: Ed the Expert When attempting to improve team meetings (forceful arguments, provocative questions, debating issues) this Ed does not ask about and seek to understand team member views about what would improve the team's functioning.	**Example: Ed the Achiever** This Ed's behavior when introducing processes designed to improve team functioning is implicit in the Ed's scenario. His approach to leading team meetings emphasizes group discussion of important issues, an approach that implicitly includes listening to team members' views as well as advocating his own.	**Example: Ed the Catalyst** This Ed's behavior when introducing processes designed to improve team functioning is also implicit in the Ed's scenario. His approach to leading team meetings emphasizes high participation, and he is genuinely open to being influenced by team members' views.

Stakeholder Agility in Leading Teams

Understanding & resolving differences with team members

Resolving Differences (Power Style)		
Balancing/combining advocacy & inquiry to ensure depth of dialogue		
Expert	*Achiever*	*Catalyst*
Listens to the views of team members but relies primarily on own judgment	*Asks for and considers team member views while advocating own views*	*Initiates open dialogue that genuinely considers & addresses team member reservations*
Hears what team members say when they express views and priorities that differ from one's own. However, regardless of whether one's power style tends to be strongly assertive or outwardly accommodative, one is not very likely to be influenced by these differing views and priorities. This is partly because one tends to frame differences in more-or-less either/or, right/wrong, win/lose terms.	One's power style tends to be either mainly assertive with some compensating accommodative tendencies, or more accommodative with some compensating assertive tendencies. Either way, one attempts to resolve differences by using some combination of both styles. Because one tends to frame differences as existing along a spectrum with many shades of grey in between, one adds compromise to the options of winning and losing, etc.	Because one is equally comfortable being assertive and accommodative, one has a more balanced power style. This makes it possible to "combine advocacy with inquiry" (Argyris and Schon) and to move to the most situationally appropriate point on the spectrum between assertiveness to accommodation. In addition to the possibilities that Achievers see and strive for, one looks for the possibility of true, creative win-win solutions that provide beneficial outcomes to both parties.
Example: Ed the Expert When this Ed senses that team members do not agree with him, he hears what they say, but he rarely changes his mind through conscious consideration of the possible value of views that differ from his own.	**Example: Ed the Achiever** This Ed's team leadership emphasizes group discussion, partly so he can listen to and consider a variety of different views on important issues. However, he is rarely trans-parent about this process, so it is often difficult for team members to tell when and how he is being influenced by their views.	**Example: Ed the Catalyst** This Ed's leads team meetings in a manner that encourages high participation. Though not explicitly stated in the Eds scenario, the Catalyst team leader would typically seek out and address (not *necessarily* agree with) any team member reservations regarding his ideas for improving team performance. Also, see the story of Joan's team leadership in the Catalyst chapter an example of combining advocacy with inquiry as an integral part of Catalyst team leadership (p. 105).

Pat Sample: Understanding Stakeholders when Improving Team Performance

Asking about, listening to & considering the team's concerns & priorities

Pat wants to develop a more participative, collaborative team, so they can work together to create a cohesive, integrated R&D division. But the team sees Pat as a leader whose assertive, non-facilitative style is only somewhat encouraging of this level of candor and participation.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Improving Team Performance*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that would help develop the kind of team Pat wants?*

Pat Sample: Resolving Differences when Improving Team Performance

Balancing/combining advocacy & inquiry to ensure depth of dialogue

Pat wants to develop a more participative, collaborative team, so they can work together to create a cohesive, integrated R&D division. But the team sees Pat as a leader whose assertive, non-facilitative style is only somewhat encouraging of this level of candor and participation.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Improving Team Performance*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that would help develop the kind of team Pat wants?*

Creative Agility in Leading Teams

Analyzing and solving problems with team members

Analyzing Problems		
Using a systemic perspective and diagnosing underlying issues		
Expert	*Achiever*	*Catalyst*
Meets with individual team members to discuss performance problems	*Brings discussion of team performance problems into team meetings*	*Leads whole-team problem-solving to address tough, underlying issues*
Because even assertive Experts have a relatively low tolerance for experiencing conflict, performance issues may not be addressed in a timely manner. However, when they are addressed, one tends to focus on individuals rather than on the team as a whole.	Because the Achiever sees their team as a system and has a moderate tolerance for experiencing conflict, when the team as a whole is not performing to its potential, the Achiever approach is usually to discuss the issue in a team meeting (as well as, with individual members, as needed).	The Catalyst sees the team as a dynamic human system and has somewhat greater tolerance for conflict than the Achiever. One's diagnosis and discussion of team performance issues includes examination of the "team culture" and the ways in which team members relate to one another inside and outside team meetings. As a result, these discussions can address tough, underlying issues that are often not surfaced in Achiever-level team discussions.
Example: Ed the Expert This Ed mentions that there are performance issues in the organization but says now is not the time to address them. His preferred approach to working with direct reports is to talk with them one-on-one. So we can easily infer that, when he does address team performance issues, he will tend to see and deal with them through conversations with individual direct reports.	**Example: Ed the Achiever** This Ed's team leadership emphasizes group discussion, partly so he can listen to and consider different views on important issues. However, the Achiever typically would not be transparent about this process, so it is often difficult for team members to tell when and how he is being influenced by their views.	**Example: Ed the Catalyst** This Ed leads team meetings in a manner that encourages high participation, and he is genuinely and transparently open to other views on team performance issues and their underlying causes.

Creative Agility in Leading Teams

Analyzing and solving problems with team members

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Creating Solutions

Developing solutions that go beyond the usual boundaries
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<td align="center">*Expert*</td>
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<td align="center">*Catalyst*</td>
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<tr>
<td>*Relies on their own experience to solve these problems*</td>
<td>*Draws on team discussions to solve these problems*</td>
<td>*Leads participative discussions to develop breakthrough solutions*</td>
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<td>Tries to come up solutions for improving team performance that make most sense, based on one's own expertise and experience. This approach reflects limited insight into the extent of one's own subjectivity and a tendency to be strongly identified with one's own opinions.</td>
<td>In determining ways to improve team performance, tries to take into account, at least to some extent, the experience and perspective of the team. This approach reflects moderate insight into one's own subjectivity and therefore somewhat less identification with one's own opinions.</td>
<td>Engages the team in participative discussions aimed at coming up with ways to improve team performance that address tough, underlying issues in team functioning and amount to significant breakthroughs in the way the team works together. One seeks solutions to team performance issues that, wherever possible, are beneficial to the team as a whole and to the organization they lead.</td>
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<td>**Example: Ed the Expert**

This Ed comes to each of his direct reports with directives about how to improve the performance of their units. He does not indicate interest in hearing their views on these topics.

This Ed's approach also reflects a mindset that improving team performance is about improving the performance of individual team members.</td>
<td>**Example: Ed the Achiever**

This Ed's team leadership emphasizes group discussion. Though not explicitly mentioned in the scenario, the Achiever team leader would typically apply this approach to discussion of ways to improve the team's performance. However, the Achiever typically would not be transparent about this process, so it is often difficult for team members to tell when and how he is being influenced by their views.</td>
<td>**Example: Ed the Catalyst**

This Ed's definition of high team performance includes not only the achievement of strategic outcomes but also becoming a highly participative, empowered team. He therefore leads team meetings in a manner that encourages high participation, etc. At the same time, he is genuinely and transparently open to others' ideas about ways to improve team performance.</td>
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Pat Sample: Analyzing Problems when Improving Team Performance

Using a systemic perspective and diagnosing underlying issues

Pat wants to develop a more participative, collaborative team, so they can work together to create a cohesive, integrated R&D division. But the team sees Pat as a leader whose assertive, non-facilitative style is only somewhat encouraging of this level of candor and participation.

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice in Improving Team Performance*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that would help develop the kind of team Pat wants?*

Pat Sample: Creating Solutions
when Improving Team Performance

Considering solutions that go beyond the usual boundaries

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Context-Setting Agility in Leading Change

How organizational change initiatives are "framed"

Scoping Initiatives		
Clarifying the breadth and depth of the change		
Expert	**_Achiever_**	**_Catalyst_**
Improves key internal operations	_Improves operations and relationships with external groups and organizations_	_Radically improves operations, external relations, and organizational culture_
Framing focuses on the organizational unit that lies within the boundaries of one's authority and expertise. Framing pays little or no attention to the larger context beyond these boundaries.	Framing starts by considering trends and stakeholder interests in the larger environment, beyond the boundaries of one's authority. Framing focuses not only on internal improvements but also on relationships with key stakeholder groups and organizations in the larger environment.	Framing includes but goes beyond Achiever framing. Consistent with the Catalyst vision of creating an agile organization (see "Setting Direction" on next page), Catalyst framing reflects consideration of deeper characteristics of the human system, with attention to the current level of empowerment, openness, resilience, and collaboration. Consideration of these elements reflects an under-standing and appreciation of the human processes that underlie business processes.
Example: Ed the Expert This Ed does not mention industry trends and company stakeholders (customers, etc.) when framing change initiatives. His focus is on understanding the internal workings of the company.	**Example: Ed the Achiever** This Ed's change initiatives are rooted in a strategic planning process that begins with an analysis of the company's current and emerging strategic environment. This analysis reflects awareness both of the company's internal operations and its strategic environment, with an emphasis on strengthening customer relationships.	**Example: Ed the Catalyst** From the beginning, this Ed develops an understanding not only of the company's products, processes, strategic positioning, and talent, but also of the human system that underlies the organization's functioning, assessing factors such as the level of empowerment, participation, candor, and collaboration in the current organizational culture.

Context-Setting Agility in Leading Change

How organizational change initiatives are "framed"

Setting Direction		
Clarifying the intended outcomes of the change initiative		
Expert	*Achiever*	*Catalyst*
Focuses on changes intended to better accomplish existing strategies	*Sets strategic objectives and can be flexible about how they are achieved*	*Articulates a breakthrough vision and can sacrifice interim goals to achieve it*
Takes existing strategies as a "given" and focuses on tactical organizational improvements within the boundaries of one's authority and expertise.	Initiates strategic as well as tactical changes in organizational functioning. For strategic changes, sets objectives that take into account trends and stakeholder interests in the larger environment. The passionate focus on strategic outcomes allows the Achiever leader to be more flexible about tactics, that is, about how the outcomes are achieved.	Includes but goes beyond the Achiever's focus on strategic outcomes. The Catalyst's "breakthrough vision" is focused on creating an agile organization that can not only meet current strategic challenges but also respond effectively to challenges in the longer-term future that are difficult to predict. This orientation leads to an intention to develop an agile organizational culture characterized by empowerment, openness, resilience, collaboration, and the development of leaders at all levels.
Example: Ed the Expert This Ed's focus is on making improvements within the company's key functional areas.	**Example: Ed the Achiever** This Ed uses a strategic planning process to develop strategies that can achieve the outcomes articulated in Cecelia's (Achiever-level) mandate.	**Example: Ed the Catalyst** This Ed undertakes a strategic planning process to help achieve Cecelia's mandate but also "aims beyond [this] target. That is, he sets out to create a "participative, high performing organization that's a great place to work," characterized by "mutual respect and straight talk." Organizational interventions reflect attention to developing these qualities from the beginning. For example, off-sites with process facilitation.

Pat Sample: Scoping Initiatives
when Leading Organizational Change

Clarifying the breadth and depth of the change

Pat wants to develop a more effective relationship between R&D and Manufacturing. He believes this will require not only an examination of processes and procedures but also the development of a more candid, collaborative relationship between the two divisions at multiple organizational levels. How can Pat frame the change and work with the key stakeholders to identify and implement the changes that need to be made?

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice Leading Change*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that will help bring about needed organizational change?*

Pat Sample: Setting Direction
when Leading Organizational Change

Clarifying the intended outcomes of the change initiative

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Stakeholder Agility in Leading Change

How differences with stakeholders are understood & resolved

Understanding Stakeholders		
Asking about, listening to & considering others' concerns & priorities		
Expert	*Achiever*	*Catalyst*
Focuses attention on the people who will be most affected by the change	*Seeks and listens to the views and priorities of key stakeholders*	*Goes out of their way to understand the views and objectives of their fiercest critics*
One is aware of multiple stakeholders and forms opinions about their likely viewpoints. However, partly because one is strongly identified with one's own expertise, one does little or nothing to seek out and really listen to and test their own assumptions about stakeholder views and priorities.	Aware that buy-in is key to developing reliable commit-ment to change initiatives, part of one's strategy is to seek out and listen to the views and priorities of key stakeholders. However, the motivation to gain buy-in often outweighs one's openness rethink the initiative based on the information gained.	One seeks and listens to the views and priorities of key stake-holders not only to gain buy-in, but also because one is convinced that openness to stakeholder views will lead to higher quality decision-making. This orientation makes the request for stakeholder views more genuine and trustworthy than it was at the Achiever level.
Example: Ed the Expert This Ed does not mention external stakeholders (customers, etc.). His interactions with employees reflect little awareness of or empathy about their viewpoints, and he learns little about their perspectives on his initiatives from his interactions with them. This Ed knows there are others who have a stake in the success of the company he leads: Owners, customers, suppliers, employees, etc. He makes assumptions about their perspectives, but he does not make it a priority to understand their views and priorities in their own terms.	**Example: Ed the Achiever** This Ed seeks out the views of current and past customers. He tries to better understand employee perspectives through conversations with direct reports, skip-level interviews, town hall meetings and, occasionally, walking around. Throughout, he remains focused on his strategic objectives and is strongly influenced by the strategies that have led to his past successes.	**Example: Ed the Catalyst** This Ed does what Ed the Achiever does, but not just to gain buy-in. He acts from a conviction that this will improve the quality of his decisions. He goes out of his way to create environments where he can hear contrary viewpoints (e.g., creating a strategic planning process with input from a cross-section of employees at all levels, creating an environment at the company off-site that invited straight talk). Also note how Robert in Ch. 6 solicited the views of a diverse set of stakeholders in his strategic review.

Stakeholder Agility in Leading Change

How differences with stakeholders are understood & resolved

Resolving Differences (Power Style)		
Balancing/combining advocacy & inquiry to ensure depth of dialogue		
Expert	*Achiever*	*Catalyst*
Listens to others' opinions but primarily relies on their own judgment	*Listens to and considers others' views while clearly advocating their own view*	*Initiates collaborative conversations to candidly examine and resolve serious differences*
One is aware that people often have differing opinions about the same situations. However, because awareness of one's own subjectivity is not well developed, one usually finds one's own views and priorities to be more compelling that those who hold different ones. This is true whether one's behavior in these situations is more assertive or more accommodative. Either way, because one's capacity for experiencing conflict is not well-developed, one's behavior tends to polarize toward being highly assertive and highly accommodative.	Being more aware of one's subjective biases, one sees the value in testing one's opinions against objective data and hearing other viewpoints. One's capacity for experiencing conflict is a bit more developed, so one is more likely to engage with stakeholders who may have conflicting views. In trying to resolve differences, one strives for some degree of balance between assertiveness and listening to others. Overall however, one's power style leans more toward either assertiveness or accommodation. Possible resolutions of differences are seen along a spectrum where degrees of compromise lie between the extremes of winning and losing.	One realizes that one's views are fundamentally subjective, very dependent on one's interpretive frameworks, as well as changes in external contexts. One has a curiosity about other interpretive frameworks that fuels an interest in candid and collaborative conversations with stakeholders, even those who have fundamentally different views and priorities. One's preference, if possible, is to resolve serious differences in ways that reach, beyond compromise, for true win-win solutions.
Example: Ed the Expert This Ed's attempts to improve the organization reflect a conviction that he has been hired as the new CEO because of his expertise. Because the organization had plateaued, he did not place much value on differing opinions voiced by others. Underlying these attitudes is an identification with his own expertise and how awareness of his own subjectivity.	**Example: Ed the Achiever** Although this particular Ed's power style tends more toward assertiveness than accommodation, he places greater emphasis than Ed the Expert on listening to others in addition to advocating his own views.	**Example: Ed the Catalyst** This Ed has developed a truly balanced power style that reflects equal comfort with influencing and being influenced by others.

Pat Sample: Understanding Stakeholders when Leading Organizational Change

Asking about, listening to & considering others' concerns & priorities

Pat wants to develop a more effective relationship between R&D and Manufacturing. He believes this will require not only an examination of processes and procedures but also the development of a more candid, collaborative relationship between the two divisions at multiple organizational levels. How can Pat frame the change and work with the key stakeholders to identify and implement the changes that need to be made?

Key Differences between Achiever & Catalyst Practices	*Example of Catalyst Practice Leading Change*
*How would you briefly explain the key differences to **Pat**, assuming Pat scored roughly in the Achiever range on this practice?*	*Briefly, what would it look like, **behaviorally**, for **Pat** to apply this practice in a way that will help bring about needed organizational change?*

Pat Sample: Resolving Differences when Leading Organizational Change

Balancing/combining advocacy & inquiry to ensure depth of dialogue

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Creative Agility in Leading Change

Analyzing and solving the problems the initiative needs to address

<table>
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Analyzing Problems

Using a systemic perspective and diagnosing underlying issues

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<tr>
<th>Expert</th>
<th>Achiever</th>
<th>Catalyst</th>
</tr>
<tr>
<td>Addresses the most pressing business and/or technical problems</td>
<td>Addresses the problems at hand in the context of other relevant business and/or technical issues</td>
<td>Addresses systemic cultural and/or inter-group issues underlying business and/or technical issues</td>
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<tr>
<td>Lacking a systems perspective, one tends to focus on the business and or technical issues a change initiative needs to solve, one at a time, without considering the implications of possible connections between them.</td>
<td>At the Achiever level, one sees organizational issues from a systems perspective. Therefore, in analyzing a particular issue, one sees and tends to take into account other, related business and/or technical issues.</td>
<td>At the Catalyst level, one sees organizational issues from a dynamic human systems perspective that includes but goes beyond the Achiever perspective. Therefore, one's diagnosis of organizational issues also includes examination of the ways in which the current human system (e.g., organizational culture) impacts the problems that the change initiative needs to solve.</td>
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Example: Ed the Expert

This Ed does not understand the organization from a systems perspective, but instead focuses separately on understanding the key problems within each of the major functions. He does not look at how issues within different functions might be related and does not focus on issues involving the relationships between different functions.

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Example: Ed the Achiever

Because this Ed has a systems perspective, he looks at the organization as a whole, including its relationships with key stakeholders, such as customers. His customer survey and strategic planning initiative both are geared toward understanding key issues from this perspective.

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Example: Ed the Catalyst

Because this Ed also has a human systems perspective, he assesses the readiness for change in the company's organizational culture. This assessment is implicit in the way he introduces the off-site meeting, expressing empathy for his employee's situation and sowing seeds for a change in the culture through stated expectations and the interactive process used in the meeting.

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Creative Agility in Leading Change

Analyzing and solving the problems the initiative needs to address

Creating Solutions		
Considering solutions that go beyond the usual boundaries		
Expert	*Achiever*	*Catalyst*
Uses their own technical or functional expertise to solve these problems	*Uses input from stakeholders to develop cross-functional solutions*	*Uses collaborative discussions with key stakeholders to develop breakthrough solutions*
In attempting to solve the problems one's initiatives are intended to solve, one gravitates to those solutions that make most sense, based on one's own expertise and experience. This approach reflects limited insight into the extent of one's own subjectivity and a tendency to be strongly identified with one's own opinions.	In developing solutions to organizational problems – especially those that are cross-functional – one draws not only on one's own experience and expertise but also on that of the relevant stakeholders. This approach is based on a systems perspective and on moderate insight into one's own subjectivity and therefore somewhat less identification with one's own opinions.	Engages key stakeholders in collaborative discussions aimed at generating breakthrough solutions that not only solve key business and/or cultural problems but also contribute to the development of a highly participative, empowered, open and honest organizational culture. This approach is based on a human systems perspective and deeper insight into the pervasiveness of one's own subjectivity.
Example: Ed the Expert This Ed relies on his industry experience and expertise to come up with solutions to the problems he sees in each major organizational function. He does not show interest in others' views about how these problems might best be solved.	**Example: Ed the Achiever** This Ed's customer survey and strategic planning initiatives emphasize group discussion of the data collected and of the strategies needed to turn around the business. His approach is also clearly cross-functional, which might seem the inevitable one for a CEO to take, but we see that, as CEO, Ed the Expert does not take this approach.	**Example: Ed the Catalyst** This Ed's off-site meeting, involving people from multiple levels is an example of the Catalyst approach to developing solutions to organizational problems. It emphasizes collaborative discussion among key stakeholders. It also aims at "breakthough solutions," meaning solutions that not only solve important organizational problems but also contribute to the development of a highly participative, empowered organization.

Pat Sample: Analyzing Problems
when Leading Organizational Change

Using a systemic perspective and analyzing underlying issues

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when Leading Organizational Change

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