



Competency Models: A Necessary Future

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1600 April 27 and 1300 April 28, 2010

DoD Executive Management Training Center
Southbridge, Massachusetts
April 26-29, 2010



Session Objectives

- Provide the rationale for establishing the DoD Civilian Leader Development Competency Model
- Present the DoD Civilian Leader Development Framework
- Provide information on how to use the DoD Civilian Leader Development Continuum to plan for professional development
- Showcase resources to assess individual proficiency levels and plan for future development.



Why Develop A Civilian Leadership Competency Model?

- Effect change envisioned in the DoD Human Capital Strategy
 - Integration with the Total Force
 - Accountability in a results-oriented culture
 - Competency-based occupational planning
- Implement Civilian Human Capital Strategic Plan
 - Diverse civilian leaders who can effectively manage in an enterprise-wide environment
 - Learning environment that drives continuous improvement across the enterprise
- Focus limited resources for greatest return on investment



Background and Timeline

- **August 2005 – Chartered Advisory Group to develop a competency-based model for DoD-wide leader development from aspiring leader to senior executive**
- **December 2006 – Defense Human Resources Board approved framework and model, subject to:**
 - **Crosswalk with NSPS and SES performance management systems for compatibility and alignment**
- **October/November 2007- Conducted focus groups of Component subject matter experts to develop DoD specific proficiency level definitions**
- **April 2007 – Defense Human Resources Board endorsed framework and model**
- **March -2008 OPM Center for Talent Services validated DoD framework**
- **May 2008 – Memo from Principal Deputy Under Secretary of Defense (Personnel & Readiness) released DoD framework and continuum for Department-wide implementation**
- **January 2009 - Conducted focus group of Component subject matter experts to develop DoD specific proficiency level illustrations**
- **March 2010 – Conducted focus group of Component subject matter experts to review proficiency levels from the 2009 Civilian Leader Competency Assessment Survey**
- **June 2010 – Leadership Functional Community Managers will finalize proficiency levels across the leadership continuum**



Advisory Group Process

- Developed framework, continuum and model for DoD civilian leadership development
- Reviewed available documentation of DoD strategic plans and vision for leadership development
- Identified, reviewed, and analyzed leader development competency frameworks, models, studies or other future-focused efforts
- Cross walked and benchmarked DoD leadership competency data with OPM Executive Core Qualification (ECQs) and best practices in public and private sectors
- Synthesized information into a competency-based model for DoD leader development



Leader Development Model

Guiding Principles:

- Development of Defense Leaders is deliberate
- Enterprise learning starts early; is continuous
- Some opportunities for all; some for selected individuals through competition
- Make best use of existing ideas, programs, strategies and systems
- Incremental transition to end state over a generation



Leader Development Framework

- Adapted OPM ECQ framework to the extent possible
 - DoD candidates for SES positions must meet OPM ECQs
 - OPM has done extensive validation of ECQs
- Established a sixth competency, Enterprise-wide Perspective, for unique DoD competencies, joint perspective and national security
- Developed expanded competency definitions to accommodate concepts that map to existing ECQ competencies
- Based on framework, developed a DoD Civilian Leader Competency Assessment Survey that includes DoD specific competencies, definitions and proficiency level illustrations
- Survey was administered to a random sample of DoD leaders and all SES members August 2008 and 2009

DoD Civilian Leader Development Framework

Leading Change **Leading** **Results** **Business** **Building** **Enterprise-Wide Perspective**

This core competency involves the ability to bring about strategic change, both within and outside the organization, to drive organizational performance. Inherent to this competency is the ability to establish organizational relationships and to implement change continuously in a highly ambiguous environment. Balances change with continuity and addresses resistance.

This core competency involves a broad point of view of the DoD mission and an understanding of the individual or organizational responsibilities in relation to the larger DoD strategic priorities. The perspective is shaped by experience and education and characterized by a strategic, top-level focus on broad requirements, joint experiences, fusion of information, collaboration and vertical and horizontal integration of information.

This core competency involves the ability to build relationships with other agencies, State and local governments, industry organizations, governments, or international organizations to achieve common goals.

This core competency involves a broad point of view of the DoD mission and an understanding of the individual or organizational responsibilities in relation to the larger DoD strategic priorities. The perspective is shaped by experience and education and characterized by a strategic, top-level focus on broad requirements, joint experiences, fusion of information, collaboration and vertical and horizontal integration of information.

Joint Perspective

- Mission Orientation
- DoD Mission and Culture
- DoD Corporate Perspective
- National Defense Integration
- Global Perspective

National Security

- National Security Foundation
- National Security Environment
- National Security Strategy

- Creativity and Innovation
- External Awareness
- Strategic Thinking
- Vision
- Flexibility
- Resilience

- Political Savvy
- Influencing/Negotiating
- Partnering

- Joint Perspective
 - Mission Orientation
 - DoD Mission and Culture
 - DoD Corporate Perspective
 - National Defense Integration
 - Global Perspective
- National Security
 - National Security Foundation
 - National Security Environment
 - National Security Strategy

These competencies are essential for success in each of the core competencies.

- Integrity/Honesty
- Oral Communication
- Continual Learning
- Public Service Motivation



Using the Continuum

- Targets competencies and required proficiency by leadership level,
 - For example: Baseline competencies at “Lead Self”:
all employees are expected to be proficient in these fundamental competencies
- Ensure proficiency in the competencies at your level on the continuum
- Plan for development opportunities to support future advancement and career goals
- Identify and document development plans on the Individual Development Plan



DoD Civilian Leader

DoD Civilian Leader Development Continuum



Deliberate development through progressive learning opportunities (education, training, self development, and assignments) that broaden experience and increase responsibility.

Vision
 External Awareness
 Strategic Thinking
 Political Savvy
 Global Perspective
 National Security Strategy

Lead the Institution

Technology Management
 Financial Management
 Creativity and Innovation
 Partnering
 Entrepreneurship
 National Defense Integration
 National Security Environment

Lead Organizations/Programs

Human Capital Management
 Leveraging Diversity
 Conflict Management
 Developing Others
 DoD Corporate Perspective
 National Security Foundation

Lead People

Team Building
 Accountability
 Decisiveness
 Influencing/Negotiating
 DoD Mission and Culture

Lead Teams/Projects

Flexibility
 Resilience
 Continual Learning
 Service Motivation
 Computer Literacy

Integrity/Honesty
 Customer Service
 Problem Solving
 Technical Credibility

Interpersonal Skills
 Oral Communication
 Written Communication
 Mission Orientation

Lead Self



DoD Civilian Leader Development Competency Model

- Provides a “blueprint” to develop leaders at all levels within the leadership continuum
- Leadership development must be integrated with technical development
- Competency based development is measured against established standards and level of expected performance for the position
- Supports formal education, training and experiential learning



Competency Resources

Defense Civilian Personnel Data System (DCPDS)



DoD Enterprise Solution for Competency Tracking

- DoD response to 2010 National Defense Authorization Act (NDAA)
- Introduction of competency tracking capabilities in the Defense Civilian Personnel Data System (DCPDS)
- Demonstration of DCPDS functionality; accessibility to all DoD civilians and their managers

Why DCPDS?

- DCPDS is the Department's enterprise-wide HR system of record
- Employee and position data is stored for most DoD civilian employees
- DoD owns 800,000+ Oracle Self Service licenses
- 400,000+ DoD employees have used Self Service
- Competency update capability uses Oracle's "out-of-the box" capabilities with few modifications
- DCPDS is IA and 508 compliant



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✓ TIP This information is current as of today's date.

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Business Group **CIVDODHR**

Employee Number **265013**

Select the "Add Competencies" button to add a Competency. Select the "Correct" icon to correct Competency details. Select the "New Levels Attained" button to record a new level of achievement in a Competency.

Current Competencies

|

Competency Name	Level	Competency Update Source	Date Entry - DCPDS	Correct
CPMS\Demo.Position Classification 	4-Senior Specialist	Manager Certified	01-Feb-2010	
CPMS\Demo.Strategic Thinking 	4-Advanced	Manager Certified	09-Mar-2010	

Current Session Changes

Competency Name	Current Level	Proposed Level	Current Start Date	Competency Proposed Date From	Competency Proposed Date To	Correct	Delete
No results found.							

Competencies Pending Approval

Competency Name	Current Level	Proposed Level	Current Start Date	Competency Proposed Date From	Competency Proposed Date To
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Employee Name **Edmond CPMS Rinkel**
 Business Group **CIVDODHR**

Employee Number **381856**

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Current Competencies

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Competency Name	Level	Competency Update Source	Date Entry - DCPDS	Correct
Army\Demo.Staffing ⓘ	3-Journeyman	Manager Certified	01-Mar-2010	
CPMS.Briefing ⓘ	4-Senior Specialist	Manager Certified	06-Jan-2010	
CPMS\Demo.Creativity and Innovation ⓘ	5-Expert	Manager Certified	24-Feb-2010	
CPMS\Demo.Leadership ⓘ	4-Advanced	Manager Certified	05-Feb-2010	
SES.Leadership ⓘ	3-Proficient	Manager Certified	05-Jan-2010	

Current Session Changes

Competency Name	Current Level	Proposed Level	Current Start Date	Competency Proposed Date From	Competency Proposed Date To	Correct	Delete
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Current Competencies

Competency Name	Level	Competency Update Source	Date Entry - DCPDS	Correct
Army\Demo.Staffing <i>(i)</i>	3-Journeyman	Manager Certified	01-Mar-2010	
CPMS-Demo.Demonstrating Competencies <i>(i)</i>	3-Journeyman	Self Certified	22-Mar-2010	
CPMS.Briefing <i>(i)</i>	4-Senior Specialist	Manager Certified	06-Jan-2010	
CPMS\Demo.Creativity and Innovation <i>(i)</i>	5-Expert	Manager Certified	24-Feb-2010	
CPMS\Demo.Leadership <i>(i)</i>	4-Advanced	Manager Certified	05-Feb-2010	
SES.Leadership <i>(i)</i>	3-Proficient	Manager Certified	05-Jan-2010	

Current Session Changes

Competency Name	Current Level	Proposed Level	Current Start Date	Competency Proposed Date From	Competency Proposed Date To	Correct	Delete
No results found.							

Competencies Pending Approval

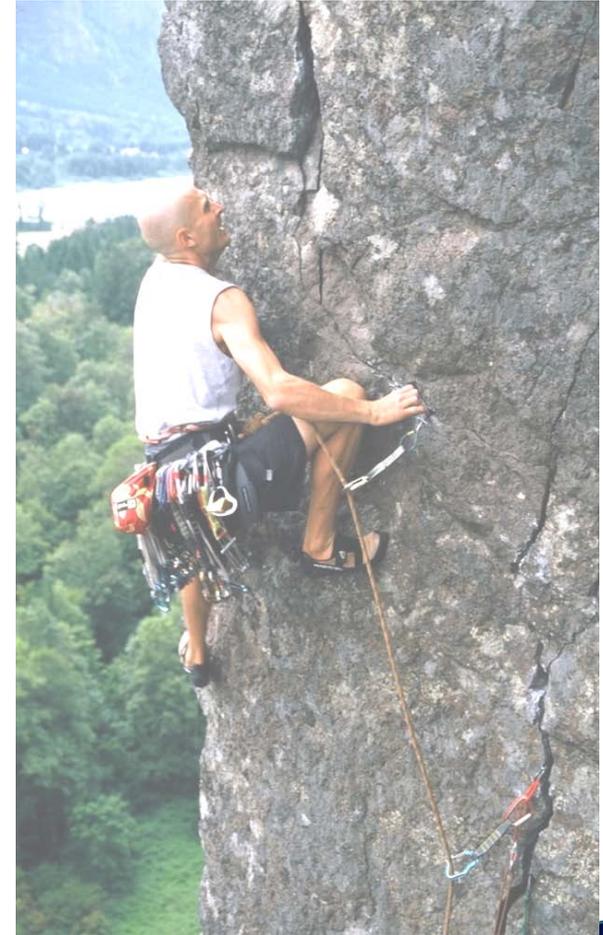
Competency Name	Current Level	Proposed Level	Current Start Date	Competency Proposed Date From	Competency Proposed Date To
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Competency Resources

Army/Navy Civilian Leader Improvement Battery (CLIMB)

2006: In partnership with the Navy, the AG-1 CP developed a voluntary, web-based leadership skill assessment tool called the Civilian Leader Improvement Battery (CLIMB)

- The CLIMB was designed to assist current and future leaders in identifying their leadership strengths as well as areas which could be developed or further refined.
- The CLIMB is used to measure individuals' standing on 27 leadership competencies and six personal characteristics.
- CLIMB results provide a link to specific training opportunities that can be included in each employee's Individual Development Plan (IDP) to address their unique strengths and weaknesses.





Personal Characteristics Assessment

Progress:

Question 1

Next

How often have your work efforts been blocked by someone who didn't like you?

- very often
- often
- sometimes
- seldom
- never

Question 1 of 72 [Q & A's](#)

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Self-Supervisor Assessment - Employee

Progress:

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Behavior	Your Current Proficiency	Proficiency Required for Advancement
Develops insights, innovative solutions, and non-traditional approaches to improve organizational effectiveness.	<input type="text"/>	<input type="text"/>
Creates an environment that encourages and rewards creativity and innovation.	<ul style="list-style-type: none"> Not Proficient Low Proficiency Moderate Proficiency High Proficiency Very High Proficiency Don't Know / NA 	<input type="text"/>
Designs and implements new or innovative programs/processes.	<input type="text"/>	<input type="text"/>
Realistically assesses own strengths, weaknesses, and impact on others.	<input type="text"/>	<input type="text"/>
Seeks and makes use of feedback from others.	<input type="text"/>	<input type="text"/>
Invests time and energy in self-development and growth.	<input type="text"/>	<input type="text"/>
Integrates the acquisition of knowledge or skills (e.g., team sharing, lessons learned, sharing information databases) into day-to-day work.	<input type="text"/>	<input type="text"/>
Develops and implements methods to distribute/share knowledge throughout the organization.	<input type="text"/>	<input type="text"/>
Maintains currency with laws, regulations, policies, procedures, trends, and developments, both international and domestic, and their impact on own organization.	<input type="text"/>	<input type="text"/>
Determines how to sustain or achieve a competitive advantage for the organization by analyzing the best practices and lessons learned from other organizations.	<input type="text"/>	<input type="text"/>

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Self-Supervisor Assessment - Employee

Progress:

Page 1 of 11

Next

Behavior	Your Current Proficiency	Proficiency Required for Advancement
Develops insights, innovative solutions, and non-traditional approaches to improve organizational effectiveness.	<input type="text" value="High Proficiency"/>	<input type="text" value="High Proficiency"/>
Creates an environment that encourages and rewards creativity and innovation.	<input type="text"/>	<ul style="list-style-type: none"> No Proficiency Required Low Proficiency Moderate Proficiency High Proficiency Very High Proficiency Don't Know / NA
Designs and implements new or innovative programs/processes.	<input type="text"/>	<input type="text"/>
Realistically assesses own strengths, weaknesses, and impact on others.	<input type="text"/>	<input type="text"/>
Seeks and makes use of feedback from others.	<input type="text"/>	<input type="text"/>
Invests time and energy in self-development and growth.	<input type="text"/>	<input type="text"/>
Integrates the acquisition of knowledge or skills (e.g., team sharing, lessons learned, sharing information databases) into day-to-day work.	<input type="text"/>	<input type="text"/>
Develops and implements methods to distribute/share knowledge throughout the organization.	<input type="text"/>	<input type="text"/>
Maintains currency with laws, regulations, policies, procedures, trends, and developments, both international and domestic, and their impact on own organization.	<input type="text"/>	<input type="text"/>
Determines how to sustain or achieve a competitive advantage for the organization by analyzing the best practices and lessons learned from other organizations.	<input type="text"/>	<input type="text"/>

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<input type="checkbox"/>	Creativity and Innovation	Creativity and Innovation: Increasing Personal Creativity	Online	View
<input type="checkbox"/>	Creativity and Innovation	Creativity and Innovation: Thinking Creatively	Online	View
<input type="checkbox"/>	Creativity and Innovation	Generating Creative and Innovative Ideas	Online	View
<input type="checkbox"/>	Creativity and Innovation	Frontline Leadership: Positively Influencing Workplace Culture	Online	View
<input type="checkbox"/>	Creativity and Innovation	Brainstorming and Promoting Creative Thinking	Online	View
<input checked="" type="checkbox"/>	Resilience	Balancing your Professional Life Simulation	Online	View
<input type="checkbox"/>	Resilience	Managing Workplace Stress	Online	View
<input type="checkbox"/>	Resilience	Managing Multiple Priorities	Classroom	View
<input type="checkbox"/>	Service Motivation	Coaching in a Service Oriented Culture	Online	View
<input type="checkbox"/>	Service Motivation	Fundamentals of Exceptional Customer Service	Online	View
<input checked="" type="checkbox"/>	Team Building	Leadership Skills for Non-Supervisors	Classroom	View
<input type="checkbox"/>	Team Building	Leadership That Shapes The Future	Classroom	View

INDIVIDUAL DEVELOPMENT PLAN

A. EMPLOYEE INFORMATION

NAME: Chris Parker	DEVELOPMENTAL PERIOD:	CAREER PROGRAM:
ORGANIZATION: Army		

B. CAREER GOALS

SHORT RANGE:	LONG RANGE (3-8 YEARS):
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C. NEEDED TRAINING

Training Objective	Course/Title Number	Vendor	Priority	Dates	Hours	Tuition	TRVL/PD
Team Building	Foundations for Building Effective Teams	OPM, Gov't Online Learning					
Team Building	Team Building and Team Leadership	OPM, Management Dvlpmt Centers					
Customer Service	Developing Customer-Focused Organizations	OPM, Management Dvlpmt Centers					
Political Savvy	Executive Development Seminar: Leading Change	FEI/OPM					
Political Savvy	Dynamics of Public Policy	OPM, Management Dvlpmt Centers					

D. TRAINING COMPLETED DURING PREVIOUS DEVELOPMENT PERIOD

Training Objective	Course/Title Number	Vendor	Priority	Dates	Hours	Tuition	TRVL/PD

Next Steps

- Utilizing audience feedback from the session, notate next steps on this slide
- You may close the presentation and note on screen during the session

Thank You

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Please remember to fill out the evaluation form located in your program and drop it off at the back of the room or at the registration desk.

Presentations will be posted on the Summit website at the conclusion the of event.



U.S.ARMY



CLIMB

Civilian Leader Improvement Battery

Personal Characteristics Assessment Feedback Package

For: Chris Parker

Date Completed: February 27, 2009

NAVY

Personal Characteristics Assessment Feedback Package

For: Chris Parker

Date Completed: February 27, 2009

Overview

The Personal Characteristics Assessment is intended for Department of Defense civilian employees who are interested in exploring their leadership potential. This feedback packet is based on your CLIMB results. It will allow you to compare your CLIMB profile with those of successful first-line supervisors. This will help you better understand your strengths and possible development needs. You can use this information to guide self-development activities and select training programs that will improve your ability to perform effectively at the first-line supervisory level.

Your Personal Characteristics Assessment feedback packet consists of three parts. The first part provides a general explanation - what the test is, what it measures, and how it relates to supervisory job performance. The second part presents a graph that illustrates your relative standing on the CLIMB scales. That is, how you scored on each scale compared to civilian supervisors. The third part consists of narratives that help you interpret your scores. Part III also offers suggestions for self-development based upon your results. **Your Personal Characteristics Assessment results and feedback are absolutely confidential - only you will have access to this information. The sole purpose of this is to help you structure your self-development activities so that you can perform to the best of your ability in the supervisory position you seek.**

PART I - The Personal Characteristics Assessment

The Personal Characteristics Assessment was created by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) as an assessment tool for employees and supervisors aspiring to higher leadership positions. In a large-scale research study conducted by ARI and the Department of Army Civilian G-1 community, the six scales were significantly related to supervisory job performance as measured by performance evaluations and administrative records (e.g., letters of commendation, awards) of performance. The six motivational attributes measured by the Personal Characteristics Assessment are:

1. *Work Motivation* This scale measures the amount of effort devoted to work-related activities. Individuals high in Work Motivation give their best effort on the job. They are willing to put in long hours, are well-organized, and can work at an energetic pace. They derive a great deal of satisfaction from work and place a high value on making a substantive contribution.

OPM Leader Competencies Relevant to *Work Motivation*:

- Accountability
- Service Motivation

2. *Cognitive Flexibility* The scale reflects degree of intellectual curiosity, a willingness to try new approaches for getting work done, and tolerance for ambiguity. Individuals high in Cognitive Flexibility do not focus solely on pragmatic concerns. Instead they are more likely to take a long-term, strategic perspective. They enjoy weighing the plusses and minuses of a problem and creating new plans and ideas. They accept change readily and are often the agents of change. Compared to those low in Cognitive Flexibility, individuals high in Cognitive Flexibility tend to be more comfortable operating in ambiguous, rapidly-changing environments.

OPM Leader Competencies Relevant to *Cognitive Flexibility*:

- Creativity and Innovation
- Flexibility
- Strategic Thinking

3. *Peer Leadership* Individuals high in this characteristic have a desire to take charge and direct the activities of others. They are technically competent, self-confident and vocal, and tend to emerge as informal leaders among peers. They do not shy away from assuming command - rather they enjoy the challenge of leading others and are willing to take responsibility for the group's performance.

OPM Leader Competencies Relevant to *Peer Leadership*:

- Decisiveness
- Problem Solving
- Technical Credibility
- Team Building
- Influencing/Negotiating

4. *Stress Tolerance* Those high in this attribute are able to maintain their composure under pressure. They tend to worry less and feel less anxious. Under stress they are able to remain calm and think rationally.

OPM Leader Competencies Relevant to *Stress Tolerance*:

- Resilience

5. *Social Perceptiveness* This scale reflects the degree to which an individual is sensitive to the agendas, moods, and attitudes of others, and the extent to which someone can modify their own behavior to fit the situation at hand. Individuals high on this scale are able to 'read' others well and use this information to modify their own behavior so that the task is accomplished without unnecessarily alienating others.

OPM Leader Competencies Relevant to *Social Perceptiveness*:

- Conflict Management
- Interpersonal Skills
- Partnering

6. *Team Orientation* High scorers on this scale tend to get along well with others. They respect and support coworkers and are able to establish friendly working relationships with people of different ethnic and cultural backgrounds.

OPM Leader Competencies Relevant to *Team Orientation*:

- Team Building
- Leveraging Diversity
- Interpersonal Skills

PART II - Graph of Your Personal Characteristics Assessment Results

The graphs in this section show where you stand on the dimensions compared to a large sample of Department of Army civilian supervisors. The blue bar indicates your score, and the gray box indicates the range in which the middle 50% of civilian supervisors score.

Part III provides you with a written report of your results, emphasizing how to interpret the scores and how you may want to focus your self-development activities so that you are best prepared for performing in leadership positions.

When reviewing the Personal Characteristics Assessment results, keep three points in mind. First, people have strengths and areas in which they can improve. Most people taking this assessment will find that their relative standing is low on one or more dimensions.

Second, it is important to remember that your responses are compared to those who are already in supervisory positions. These supervisors, taken as a whole, have benefited from extensive experience on the job and are highly proficient in their work. Your scores on the Personal Characteristics Assessment likely would be different if the comparison group were new employees, or other action officers.

Third, it is important to recognize that with a conscientious effort, individuals can and do change. The purpose of the Personal Characteristics Assessment feedback is to help you focus your self-development activities on things that will help you be a successful supervisor, and in general to help you become more self-aware. Awareness of where you are likely to misstep, and a determination to correct any shortcomings, will result in marked improvements in your leadership job performance.

Work Motivation



Laid-Back

Does not view work as one of life's top priorities. Tends to set a relaxed work pace and can be a little disorganized from time to time.

Dedicated

Is well-organized and well-prepared on the job. Works hard and consistently gives 100 percent effort.

Cognitive Flexibility



Traditional

Does not like to deviate from a set routine. Prefers work that is well-defined. Focuses on practical, short term goals.

Reflective, Innovative

Enjoys work that requires reflection, analysis, and planning. Open to trying new ways of getting things done. Focuses on long-term goals.

Peer Leadership



Unassuming

Tends to be quiet and unassuming. Is not always comfortable with giving advice or with being in charge.

Assertive

Is confident, outgoing, and appears technically competent. Actively seeks positions of authority and influence. Seeks visibility.

Stress Tolerance



Expressive

Tends to share emotions readily. Experiences the 'lows' and 'highs' more keenly than others.

Calm

Maintains serene demeanor. Remains cool and composed under pressure. Rolls with the punches without getting upset.

Social Perceptiveness



Internally Focused

Tends to behave and act according to personal feelings and beliefs, regardless of the audience. More interested in understanding self than others.

Externally Aware

Is perceptive of how others are feeling and what their agendas and concerns are. Can modify own behavior to fit the demands of the situation.

Team Orientation



Self-Orientation

Tends to be unconcerned with showing social pleasantries. Says what's on his mind regardless of consequences. Unconcerned about establishing friendly relationships.

Other-Orientation

Will go out of the way to establish a warm, friendly working relationship with others. Will show emotional support to others.

PART III - Interpretation of Your Personal Characteristics Assessment Scores

This section describes the behaviors and attitudes commonly associated with individuals who score like you do on the Personal Characteristics Assessment. Every statement below may not be a completely accurate description of you. But you will find that most of the statements will be generally true of you if you responded honestly to the questions.

WORK MOTIVATION

People who score like you do on Work Motivation have a strong desire to excel through hard work, excellent preparation, and good organization. They set very high standards for themselves and give 100 percent effort to achieve these standards. Even after they achieve difficult objectives, they find it hard to back off. Instead of resting on their laurels, these individuals jump back into the fray and marshal their time and energy on the next project. Meeting commitments and deadlines is important to them - they will try hard to deliver what is promised at work. Many of those who score as you do on this scale are well-organized. They keep track of what needs to be done by when. They also tend to spend a lot of time polishing and refining their work until it's just right. Superiors, peers, and subordinates are likely to see them as being competent and professional.

When these individuals encounter trouble at work, it can be because:

- they have trouble 'letting go' of a project, and waste time making relatively minor improvements.
- they become frustrated with others who are less organized or less committed to getting work done, leading to interpersonal conflict.
- they may try to do all of the work themselves instead of properly developing their subordinates to execute their jobs.
- others become frustrated with the difficult and demanding standards of high scorers, which also leads to group conflict. These high scoring individuals may be unaware of the effect that their behavior has on others.

A score like yours in Work Motivation is an indicator of success in civilian leadership positions. This is not surprising since supervisors and managers frequently work at a hectic pace, multitasking several projects and monitoring subordinates to achieve organizational objectives and to maintain group cohesion and morale.

However, there are some suggestions for avoiding some of the pitfalls encountered by people who score like you do. For one thing, it is important to maintain a balance between all of life's commitments. An excessive focus on work activities, at the expense of all else, can lead to high levels of personal stress and, later, regret when other responsibilities are ignored. It is important for people in this group to reflect on all of the important goals in life, and to devote enough time to meet the most important obligations.

People in this group can also benefit from adopting realistic performance expectations. They should maintain high standards, but not to the point of letting a quest for perfection interfere with their ability to multitask. A good solution implemented in a timely manner is better than the best solution implemented too late. And for some problems there may be no such thing as a 'best' solution anyway. Therefore it is important to become more sensitive to detecting the point of diminishing returns on each task or project. Seeking feedback from superiors, peers, and subordinates can help high scorers accomplish this.

Individuals in this group should also resist the temptation to do others' work for them because they can do it better. This can lead to resentment and burnout. Instead, these individuals should take a longer-term view by working collaboratively with subordinates on difficult tasks, using work as an opportunity to teach and develop them. This will increase performance, and at the same time create a more positive leadership climate for the group as a whole.

COGNITIVE FLEXIBILITY

People who score like you do on this scale enjoy thinking about the work environment and seek to develop a detailed understanding of it. While others tend to see events in terms of black and white, these individuals tend to see shades of gray. They perceive the work environment as being complex and ill-defined. They are curious about the deeper, underlying meanings of events and are motivated to develop a better understanding of why things occur and what things might mean for the future. Because there is uncertainty in this thought process, these individuals tend to be tolerant of ambiguity. They feel that it may not be possible to completely specify every problem, solution, and cause-effect relationship in the environment. Those in this group typically share a strong desire to understand the work environment and sensitivity to the underlying relationships between events, which often results in the development of a sophisticated understanding of the critical goals and challenges within the work environment, both now and in the future.

People who see the big picture and are the initiators or enablers of change tend to be high scorers on this scale. These individuals seek ways of reshaping the way work is done so that the organization is best positioned for future success. They tend to be agile and adaptive. Also, they often show a greater capacity to 'think on their feet' and to overcome unexpected obstacles.

The ability to understand and integrate complex events and tolerance of ambiguity are positive indicators of leader effectiveness, particularly at successively higher levels of leadership where the problems encountered and potential solutions are extremely complex and ill-defined. Although high scores on this scale are a positive indicator of successful leadership, there are a few things to watch out for. When you encounter trouble at work it may be because:

- you become bored quickly when working on mundane tasks, resulting in procrastination or perhaps a tendency to make mistakes due to inattention.
- you may occasionally over-experiment instead of conforming to standard operating procedure, and this may waste time or make things worse as you attempt to fix something that is not really broken.
- you may have difficulty communicating with people who live in the 'here and now' who don't see what you see. You may become impatient or frustrated with them, and they may see you as someone who is impractical, has his/her head in the clouds, and causes 'unnecessary' complication and delay. The result may be tension and conflict in your workgroup.

There are ways to overcome the above challenges. One approach to performing mundane tasks is to set aside a certain amount of time each day to complete routine, 'boring' tasks that are tempting for you to put off. It may be helpful to spend the first hour or so of each work day completing these tasks so that you can move on to more interesting work. It is a good idea to try to block out any distractions when working on routine tasks so that you can efficiently and effectively get them out of the way.

It is important for you to pay attention to the details, whether you are executing standard operating procedures or trying something new. In either case, make time to double-check your work so that all of the bases are covered. To guard against over-experimenting, try to make sure that you can still get the job done on time by doing it the old way if your new approach fails. And before experimenting, consider whether the old-fashioned approach really is adequate for current and future needs. Trying a new approach because of a pressing need, or for a potentially big payoff, is a well-calculated risk. Trying something new out of curiosity or boredom is a poor risk, especially when there is little opportunity to recover.

Often, it is difficult for individuals who score like you do on this scale to work closely with those that always rely on 'tried and true' methods. However, as you move into a leadership role you will be expected to groom your subordinates so that they can eventually serve as effective leaders in the organization. To do this, it will be important for you to encourage 'doers' living in the 'here and now' to think more broadly. You can do this by sharing your perspectives of events and by encouraging them to question assumptions, develop alternate plans, and ask 'what if' questions when it comes to getting work done.

PEER LEADERSHIP

Others in the workgroup tend to look to individuals who score like you do for advice and guidance, and as a result those like you often emerge as informal leaders of their work groups. Even among peers of equal ability, high scorers are likely to assume the role of spokesperson for the group and to direct the activities of others. These individuals do not shirk from the responsibility of leading the group. In fact, they enjoy it. They tend to be technically competent and confident in their ability to lead. They are willing to assume responsibility for the group's performance and are comfortable being 'in the spotlight'. Recognition and advancement tend to be important to these people, and they want superiors see them as having good promotion potential. They are confident in their opinions and are able to persuade others to follow their lead.

The desire to be a leader is a very strong indicator of future success in civilian leadership positions, both at the junior level and in more senior leadership positions. But when these individuals have trouble at work it may be because:

- they may be perceived by others as being too pushy and aggressive, or too interested in personal advancement.
- they are so confident that they may not listen carefully to others' opinions and advice. This can strain their working relationships with others.
- their high confidence may also cause them to be relatively unaware of their own limitations. They may not always assess their behavior and capabilities accurately.
- they may have a tendency to over-communicate or to micromanage.

To minimize these issues, it may be a good idea for you to work on developing a more participative approach to getting work done. A very effective technique for doing this is to learn how to listen carefully to others. Dissatisfaction and resentment is reduced when others feel that their input is at least being considered, if not always adopted.

Effective listening skills also tend to improve the decision-making process. It is rare for one person to know all of the facts, or have the only valid perspective for every problem. For some problems there are several valid solution strategies, and it helps to listen carefully to others - especially those who are competent but not very talkative so that many perspectives are considered before a decision is made.

In order to avoid dominating the conversation, these individuals can practice by deliberately holding back from expressing their opinions right away, and positively reinforcing comments from others. When they do talk, they can verbalize their opinions as 'possibilities' or 'suggestions', and then encourage others to comment on their ideas. As part of this process, it is important that you resist the urge to interrupt others when they are speaking. It is also important to maintain eye contact to show that you are paying attention, and to avoid non-verbal expressions of disapproval (e.g., frowning, shaking your head, glancing at your watch).

STRESS TOLERANCE

Those who score like you do on the Stress Tolerance scale tend to have a calm and composed demeanor. They do not worry as often or as much as most others do, and they are less likely to show flashes of anger in the workplace. Their ability to control their emotions is an important asset in the workplace - it keeps them from 'flying off the handle' and saying and doing things that hurt the group's performance or morale. In addition, high scorers tend to not be bothered as much by stressful situations. They are better able to control themselves and 'keep a clear head' when others

begin to fall apart under pressure. Since many leadership positions are characterized by an intense and unrelenting work pace, it is not surprising that these individuals tend to perform better in these positions compared to low scorers. And because they tend to experience less anxiety, they are less likely to experience stress-related symptoms (e.g., headaches, upset stomachs) that can affect their work and health. A high score on this scale is a positive indicator for success in DoD civilian DA Civilian supervisory positions.

When these individuals encounter problems at work it may be because:

- they fail to take into account that others don't tolerate stress as well as they do.
- they may give the impression of being too nonchalant about the concerns of others.

What you see as the best solution to a problem may end up being totally ineffective if it places so much stress on others that they cannot perform effectively in the situation or emotionally cope with it. Therefore, when group performance or morale is an important consideration and you are in a position of leadership, you should observe subordinates closely and take into account the stress tolerance of the group when defining objectives and methods to achieve goals. It will be helpful for you to express concern, empathy, and reassurance to those experiencing high levels of stress.

There may be times when those who score like you do may dismiss the concerns of others too quickly. That is, they may not be as sensitive to potential threats or dangers as they should be. Excitable individuals are usually sensitive to potential threats, and therefore they can be the first to sense a serious problem. You can leverage this situation by not dismissing the concerns of others as out of hand, especially if experienced and capable group members are raising such concerns. To avoid making major blunders, you should get into the habit of objectively analyzing the probability that concerns raised by others will occur, and to the extent possible, create contingency plans if they do occur.

SOCIAL PERCEPTIVENESS

Those who score low on Social Perceptiveness tend to be internally focused. They don't spend much time observing other people's behavior closely, or thinking about what motivates others. Because low scorers are sometimes unaware of or uninterested in how others feel and what they think, low scorers often misunderstand how they come across to others and how others may feel or react to what they say. Such misunderstandings reduce cooperation and group cohesion. Because people who score in the low range are not good at understanding others, they may tend to say things that others find irrelevant or offensive, and have trouble negotiating 'win-win' arrangements with others. As well, they tend to be low in political savvy, and they can be blindsided by information or events that others were able to anticipate.

Your score on the Social Perceptiveness scale indicates that you are in the midrange, which indicates that you are better at understanding what makes coworkers and bosses 'tick' than the low scorer on this scale. It is a positive sign that you are not at the low end of this scale because leadership positions demand a great deal of face-to-face interaction with subordinates, peers, and supervisors to determine objectives, to assign and explain tasks, and to coordinate activities and monitor subordinate progress towards task accomplishment. Leaders must be comfortable with, and good at, understanding others so that they can ensure that the work gets done and group members are satisfied. Thus, it is extremely helpful for leaders to be socially perceptive and interpersonally flexible, and it is important for you to work on improving these skills if you want to maximize your chance for success in leadership positions.

Since you scored in the midrange on this scale, you may want to consider trying to enhance your social perceptiveness even further. You may want to consider enrolling in courses or reading books that teach techniques for interpreting verbal and non-verbal behavior and discuss how best to interact with different types of personalities at work. Then you can follow-up this training by spending a little more time each day practicing your new observation, interpretation, and behavioral response skills, and recording these in a log. It may also be useful to record predictions about what others will say and do, and then note which of these observations were later verified. This will help you identify the things to look for, and to ignore, when trying to 'read' others. The time you spend improving social perceptiveness will likely pay large dividends when you assume a leadership position.

TEAM ORIENTATION

Some who score low on the Team Orientation scale may want to help others with their personal problems, but they feel incapable of doing so either because they are introverted and don't feel comfortable offering advice, or because they feel that they cannot offer good advice and points of view to their teammates on personal issues.

Others who score low on Team Orientation tend to be more focused on their own concerns than the concerns of the group. They are not particularly attentive or sympathetic to the needs of others, and they are less likely to go out of their way to help a coworker who needs assistance. They can sometimes be very direct and rather undiplomatic when dealing with others. They may express their displeasure openly and say what is on their mind regardless of whether feelings get hurt, leading to conflict and lower morale and cohesion in the group.

Your score on the Team Player scale is in the midrange, indicating that you are better at establishing and maintaining smooth working relationships compared to those who score low on this scale. Your responses indicate that you are usually willing to help out teammates with personal problems, and that your coworkers value your opinions and advice.

This is a plus for you since developing good working relationships with others is very important in leadership positions, in which close coordination with superiors, peers, and subordinates is required on a daily basis. Moreover, effective leaders must be concerned not only with task

accomplishment but also with the individual development needs and morale of their subordinates. These factors can significantly impact group cohesion and collaborative work effort within in the group, which in turn can impact task accomplishment. Your score on the Team Player scale indicates that you have the capability to develop good working relationships with others.

To improve these skills even further, you may want to consider taking advantage of training programs that teach techniques for interacting with others in a skillful and diplomatic manner. Courses that enhance listening skills and teach conflict resolution techniques can also help by allowing you to gain greater insight into the perspective of others and to turn conflicts into 'win-win' situations that maintain cohesion rather than destroy it.

PART IV - Some Concluding Thoughts

The Personal Characteristics Assessment feedback you received is based on an analysis of your responses to the questionnaire and how these responses compared to those of successful civilian supervisors. Still, it is best to triangulate these results with feedback from others (e.g., trusted coworkers and supervisors) as well as some introspection on your part.

Once you have identified your developmental goals, the next step is to create a plan that addresses areas of concern with self-development activities, training programs, or both. The Personal Characteristics Assessment CLIMB narrative tries to point you in the right direction, but it is up to you to show the initiative and follow-through on the developmental activities.

It is important to prioritize the skills you wish to develop since it will be difficult to achieve improvements in more than one area at a time. Once you've made up your mind what to work on, set clear objectives and timelines for taking such action as attending the relevant training programs offered to the civilian community.

After training is completed, look for opportunities to practice your new skills on an ongoing basis. As well, it will be critical to seek feedback from time to time from peers and supervisors. Use this feedback to recognize your mistakes and to learn from them. If you like, you can retake the Personal Characteristics Assessment CLIMB to get another perspective of how far you have progressed. With diligent effort you should be able to maximize your strengths and minimize your weaknesses. This will improve your chances of performing effectively in leadership positions.

Notes

This report references event 5542521 [16499729,ZC11947-5QUB6V7S].

For additional information regarding these results, please contact CLIMB@asamra.hoffman.army.mil for assistance.

Prepared for: Army - CLIMB [Id=23881, SysId=3574]