

Leadership Competency Awareness and Performance Wheel

Measuring your leadership competencies as well as the differences in perception of competency is a very important part of any developing leader.

This worksheet is designed to help you do the following:

- Understand leadership competencies
- Evaluate how competent you think you are and what can be improved
- Stretch yourself to try and see your performance from the perspective of others
- Determine what needs to be worked on, as well as what's a current strength

Understanding Leadership Competencies

Below is a list of the key leadership competencies as found in the book *Executive Coaching* by Peter Stephenson¹ and additional information has been provided based on the expertise of the many coaches we've worked with.

Take a few moments to read through the competencies, as afterward you will self-assess your competencies in each of these areas.

Planning – The degree to which and how executives plan, set objectives, develop strategies, monitor, control and review the performance of direct reports; how 'top down' or 'bottom up' the planning processes are within the organisation; and, how fixed or flexible plans are during implementation. Some individuals are motivated and perform well in a highly planned environment, whereas others operate better in a more spontaneous setting.

Organising – In addition to the structural aspects of the organisation as addressed earlier, individual executives clearly have an impact on 'organising', for example, the degree of formality or informality in terms of team structure, reporting relationships, responsibility, accountability, authority, delegation; and, span of control. Some individuals prefer a well-organised environment, others prefer a more informal or 'loose' setting.

¹Executive Coaching Peter Stephenson 2000 ISBN 1 74009 311 9

Monitoring – The degree to which the monitoring of performance is preventative or maintenance; the number and specificity of major results areas and standards of performance; the form of monitoring, be it on-the-job supervision or hands-off, via reporting and information systems; and how individual development and learning needs are identified and addressed. Some individuals perceive close and formalised monitoring as an unpalatable invasion of their autonomy, whereas others see this as the norm and need regular feedback about their performance.

Decision-Making – The degree to which decision making is involving direct reports or imposed; problems and opportunities are fully defined or understood; a range of prospective solutions is developed and assessed; root causes as opposed to symptoms are addressed; and, how much creative thinking 'outside the square' is encouraged in the development of best possible decisions. Some individuals need an environment where decisions are made quickly, where there is neither ambiguity nor 'shades of grey'. Others prefer and operate better in a more reflective environment, where there is ample time for decision making, particularly when complex issues are being addressed.

Motivating – The degree to which a motivational environment is created through a climate encouraging personal development and advancement; democratic rather than autocratic leadership; trust and integrity; job interest and satisfaction; recognition of individual or group contributions; alignment of personal and corporate goals, and, an egalitarian as opposed to status-based culture. Some individuals need and can only survive in a motivational environment, others are more self-motivated.

Delegating – The extent to which executives delegate in terms of being clear about what and to whom responsibilities are delegated; sufficient resources and authority being provided so that the delegation can be carried through effectively; delegation to maximize the skills and personal development of direct reports; and, delegation to free up internal bottlenecks and to allow senior executives to concentrate on higher level matters. Some individuals have an insatiable appetite for delegated responsibilities, whereas others prefer to work to their own agenda and perceive an environment where there is a lot of delegation, as one where being continuously on the receiving end of 'passing the buck', adversely impacts on personal freedom, initiative and autonomy.

Adaptability – The degree to which individuals appreciate and offer variety and change; adapt to changing circumstances rather than resist them; and, take a flexible management and leadership style depending upon the competence of direct reports and the urgency of the tasks. Some individuals thrive on change, others resist it to the hilt (and it can be the cause of their undoing!).

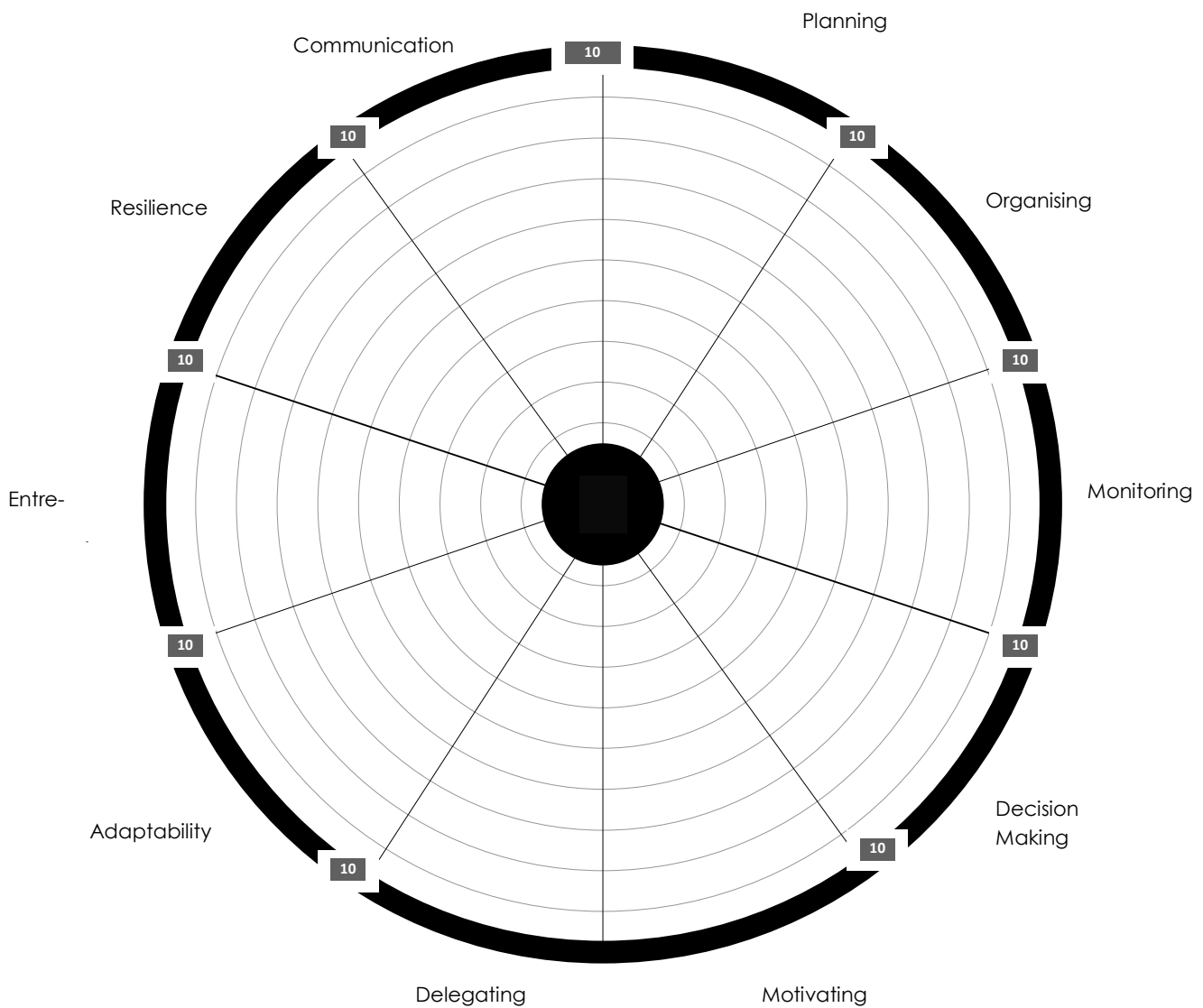
Entrepreneurism – How far the organisation is prepared to experiment with new ways of doing things; innovate in terms of products, services, processes or systems; and, display a certain amount of daring in this (yet balanced by an appreciation and application of risk management). Some individuals need to work in a highly entrepreneurial environment, others fit best in slower-paced or more predictable settings, and perhaps in bureaucracies.

Resilience – The degree of resilience in individuals in the form of handling and managing stress, capacity to persevere when the going gets tough; seeing change as a way of life rather than a hindrance; and, generally displaying that 'dogged streak' of perseverance at times of particular difficulty or uncertainty. Some individuals fit best in a 'tough' or resilient environment, others prefer a 'softer' work setting.

Communication – The degree to which people engage in open, two-way communication; seek to understand the other party's point of view; minimize the physical and behavioural barriers which can so often detract from effective communication; and, are considered approachable by direct reports. Some individuals thrive on open two-way communication and indeed need this to be effective, others prefer a more traditional hierarchical setting, and are more used to communication which is primarily top-down.

Self-evaluate your competencies

Now that you have a more thorough understanding of these competencies, evaluate yourself on a scale of 1-10, with 10 being the highest, for each competency on the wheel on the following page. You are measuring how well you believe you currently perform each competency in general.



And now, how do others see you?

Now with a different colour pen, go through the wheel again and this time, evaluate how you believe others perceive your competency in each area. If you feel it would be useful, you could do this a few times from the perspective of your manager, your peers, and your direct reports. In this format, check to see where the difference are in perception. If easier, make three or four copies of this page and do the measurements separately.

Finally, what are the strengths and opportunities for improvement?

Review your findings so far and then complete the following chart. For each competency do you identify it as a strength (S) or an opportunity to improve (O)? Work with your coach to develop the action plans for every competency requiring attention. (Please note that even if something is a strength currently, there's still an opportunity to improve.)

COMPETENCY	S	O	ACTION PLAN
Planning	<input type="checkbox"/>	<input type="checkbox"/>	
Organising	<input type="checkbox"/>	<input type="checkbox"/>	
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	
Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	
Motivating	<input type="checkbox"/>	<input type="checkbox"/>	
Delegating	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	
Entrepreneurism	<input type="checkbox"/>	<input type="checkbox"/>	
Resilience	<input type="checkbox"/>	<input type="checkbox"/>	
Communication	<input type="checkbox"/>	<input type="checkbox"/>	

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