

Problem-Solving and Decision-Making Profile

Dr. Jon Warner

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Introduction

Effective and efficient Problem-Solving and Decision-Making are absolutely critical for personal and organizational performance and success. If we fail to identify problems correctly or fail to resolve them properly, the cost to our time, our health, our customers, or our financial well-being will be very high and most unwelcome.

Staff members at all levels of an organization solve work-related problems on a daily basis. Some of these problems are quite minor, such as a photocopier that is always jamming, while others will have to do with major decisions to, say, invest large amounts of capital in new ventures at home or abroad. Some of these problems are technical, such as computer system breakdowns, and others are people-related, such as inadequate communication between two departments or poor team morale. Regardless of the nature and the dimension of the problem, people need to know how to identify and resolve problems whatever their level so that the organization can continuously improve and innovate and workers can progress and move on.

We all solve problems on a daily basis. Most of us tend to rush headlong into resolution without considering the process, skills, and techniques that would make things easier and lead to the best solution. Not everyone agrees on the competencies that constitute effective problem-solving and decision-making, but we can distill some key themes or broad competency areas from which most good problem-solvers and decision-makers will draw. In total, seven competencies are identified, and these are as follows:

- **Critical Thinking**
- **Data Gathering and Processing**
- **Selecting Tools**
- **Lateral Conceptualization**
- **Weighing Alternatives**
- **Risk Assessment**
- **Perception and Judgment**

This questionnaire has been designed to be a self-scoring Problem-Solving and Decision-Making assessment instrument to help individuals understand more about their skills and abilities in this critical area. The seven competencies that contribute to good problem-solving and decision-making (mentioned above) are looked at separately in order to more accurately gauge the individual's overall profile.

Ideally, these competencies should be viewed as individual pieces in the "problem-solving jigsaw puzzle." No one piece by itself will solve the problem; each piece works in combination with the others to reveal a fully integrated model. By working to improve our performance in all of these categories, we strengthen our ability to solve problems successfully and become more confident about the decisions we make.

Each of the above seven competencies is summarized in the paragraph under each respective heading.

Completing this Booklet

This questionnaire will be easy to complete. Read each introductory paragraph to understand the competency, and select the 1, 2, 3, 4, or 5 rating that best represents your response to each question. Shade in that box and all the boxes “below” it. (Do not shade part of a box.) For example, if you score the item “I maintain good eye contact and give people my full attention” as a 2 (meaning “very frequently”), shade in *only the first two boxes* on the left. If you score it “5” (meaning “almost never”), shade in the first five boxes from the left. You will be creating a bar graph or “histogram” that will give you a quick visual reference of your scores.

The scale for each competency will always be 1–5, extending from “almost always” or 1 on the left to “almost never” or 5 on the right. Once you have answered all 12 questions in the category, you will be able to draw conclusions about how well equipped you are to solve problems effectively.

As a final step, add up all of your scores and divide them by 12 (the total number of questions). Shade in the aggregate score box the same way you did the others; this time, your score will be precise (3.7, for example). Shade part of a box if necessary.

After you have shaded the question boxes, look at the interpretation notes at the bottom of the page. These notes will explain the likely impact of certain scores and suggest ways to improve any weak areas. The longer the bar on the histogram, the more you need to improve in that particular competency. Be sure you read the notes for all seven competencies (one on each page).

After you have completed and read the interpretation notes for all seven competencies, turn to page 10 and plot your scores on the “spider” diagram. Once you have connected all of the points, you will create your overall Problem-Solving and Decision-Making profile. Then add up all the aggregate scores from all the competency areas and divide by 7. Enter your total Problem-Solving and Decision-Making score in the box provided.

Page 10 provides additional suggestions regarding things you can do to improve weak areas.

The Personal Action Plan checklist provided on page 11 will help individuals develop a written plan to address some of the items and issues identified by the assessment. Copy this page and give it to a friend or a family member and ask them to check (after 3 months or so) whether or not you have implemented/are implementing your improvement plan.

This booklet is yours to complete and keep as a reference document. Remember, your overall Profile is likely to change over time; what you fill in about yourself today might not apply in three, six, or twelve months. However, if you are honest with yourself, this Profile will serve as an accurate picture of your overall ability to solve problems and make effective decisions, and help you identify where you should concentrate your efforts to improve. You can fill out another assessment in the future to see how far you progressed.

Critical Thinking

This section on Critical Thinking looks at your ability to think rigorously and broadly about issues, challenges, or problems and focus on the most direct route to solutions that work. It asks the question: “How much confidence do you have in your own open-mindedness and personal ability to solve a variety of problems using critical thinking and judgment?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. People who know me would say that I am an inquisitive person.					
2. I suspend judgment until I have gathered all my thoughts.					
3. I avoid bias and prejudice.					
4. I use reflection to adjust my thinking and to increase my understanding.					
5. I believe that truth can come from open dialogue with people.					
6. I am interested in hearing divergent views that are very different from my own.					
7. I am curious and eager to acquire knowledge.					
8. I do not believe that people spend enough time quietly thinking and reflecting.					
9. I anticipate the consequences of my thoughts and decisions.					
10. I challenge conventional wisdom.					
11. I trust my own reasoning ability in all circumstances.					
12. I am good at determining relevance.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you are very confident in your ability to approach even difficult problems or challenges in a well-ordered and systematic way. You tend to be comfortable with ambiguity and do not need to find an immediate or single solution to a problem.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you lack general curiosity about the world around you and tend to see it in terms of black and white. You are not so confident about approaching significant challenges or problems by yourself, and you tend to stick with what you know or what is within your known ability.

IMPACT

A person who scores high in this area tends to approach problems with relatively fixed views in the hope that solutions can be drawn from previous experience or

practice. High scorers generally don’t like “free-form” or loosely-described situations or issues, preferring to be told what the problem is about and even where the solution might lie.

A low score indicates that the individual is probably curious and inquisitive about what makes the world (or people) tick. They enjoy thinking about complex or difficult issues and spend a considerable amount of reflective time looking to find deeper answers.

ACTION FOR HIGH SCORERS

High scorers need to become much more open-minded about their experiences and ask the question “why?” much more frequently. High scorers should also be more accommodating of views that are different to their own. They need to work on finding the positive aspects and how these ideas might help present a clearer picture of what is happening.

Data Gathering and Processing

This section on Data Gathering and Processing looks at the extent to which you systematically and comprehensively gather the information that you need to solve problems efficiently and effectively. It asks the question: “How well do you assemble all the relevant data and then organize and categorize it for further analysis?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always				Almost Never
	1	2	3	4	5
1. I don't accept data or opinions without clarifying the source.					
2. I am comfortable personally admitting that I lack understanding or information.					
3. I sequence events or issues, where appropriate.					
4. I quickly separate causes from effects.					
5. I ask what intended goal or purpose is being sought.					
6. I separate assumptions from hard evidence when I gather information.					
7. I carefully specify exactly what problem or issue we are trying to solve.					
8. I like to categorize information into groups having similar qualities or attributes.					
9. I seek all the relevant information, not just what is presented to me.					
10. Sources of information or apparent evidence should be checked for reliability.					
11. I tabulate complex data or information when there are lots of variables.					
12. I carefully look for gaps in the information that I collect.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you are an efficient assembler, organizer, and categorizer of the information you need to make a decision. You generally know what you are looking for and are able to spot gaps that may require further research.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that your data-gathering efforts are haphazard and not as well organized as they should be. You tend to collect information in a random manner and are likely to miss useful issues or areas that could be probed further.

IMPACT

An individual who scores high in this area does not usually have a “complete” picture before making decisions about a problem—they haven’t gathered all the necessary facts

and/or opinions. Such an individual tends to accept information without giving it full scrutiny, and too readily accepts the source of any data as credible and reasonable.

An individual who scores low here generally uses a systematic process to gather and sift information about an issue or a problem, challenging the source of the data as well as the information itself for relevance and reliability. Such a person is quick to ask questions in order to gain understanding and keep the overall goals at the forefront of their thinking.

ACTION FOR HIGH SCORERS

High scorers need to plan *how* they will gather and process data before they actually do it. This “plan” should make sure that the needed information is complete and reliable and clearly understood. They need to practice distinguishing facts from opinions and “hard” evidence from supposition.

Selecting Tools

This section on **Selecting Tools** looks at how effectively you determine how the process of solving a problem or making a decision should unfold or be designed. It asks the question: “How well do you understand the use and benefits of a range of problem-solving tools or techniques, and then select the right one for the right circumstances?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. The process I adopt to solve a problem can be more important than the problem itself.					
2. I use a wide range of tools and methods to help solve problems.					
3. People who know me would say that I am systematic in thinking about problems.					
4. I believe that the wrong tool can lead you to poor solutions.					
5. I adopt different “critiquing hats” when necessary.					
6. I believe the right problem-solving tool will depend on the goals and objectives.					
7. I ask what, when, why, where, who, and how, whenever appropriate.					
8. I like to learn about new methods of solving problems or making decisions.					
9. Different and unusual problem-solving tools interest me.					
10. I design my own problem-solving approaches where necessary.					
11. I think carefully about the type of problem and the right tool to help solve it.					
12. I use several problem-solving tools and methods at once if the situation demands it.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you are familiar with a range of tools and methods to help solve problems and make decisions and use them in an appropriate way and where relevant and useful. You tend to be interested in any new approaches that can improve your own problem-solving effectiveness.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you generally approach problems or significant decisions without using a structured process or applying problem-solving methods. You are generally unaware of the details of how to use different kinds of problem-solving tools and are not interested in becoming more familiar with them.

IMPACT

An individual who scores high in this area does not spend much time thinking about the best way to address an issue

or solve a problem. Such individuals do not spend enough time and commitment working through an issue to get to the true root causes.

An individual whose scores are low here finds out what type of problem or issue is being addressed before selecting a process or method that might help. If no specific tool is available, this individual is likely to design and apply his own process so the approach is more systematic and complete.

ACTION FOR HIGH SCORERS

High scorers need to familiarize themselves with a number of problem-solving tools and methods (through research and reading) and apply them whenever they can. High scorers should use a systematic problem-solving methodology for major decisions that they have to make and ask whether they would benefit from more structured analysis.

Lateral Conceptualization

This section on Lateral Conceptualization looks at the extent to which you consider ideas, hypotheses, or even potential solutions that are not the most immediate or most obvious to others. It asks the question: “To what extent do you actively move outside the realm of conventional thinking (and think “outside the box”) to create new insights or opportunities?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I search for unstated assumptions inherent in the problem or issue at hand.					
2. I generate questions that are unusual or different from the questions of others.					
3. I don't necessarily go along with a decision because it's popular.					
4. I like to introduce creative or unusual ideas when a problem appears difficult.					
5. I see connections that others tend to miss.					
6. I offer hypotheses to see how others react and to stimulate thinking.					
7. I challenge paradigms and sacred cows when the opportunity presents itself.					
8. I play devil's advocate when appropriate.					
9. I readily recognize patterns between different ideas.					
10. I look for mental boundaries or restrictions that might be constraining our thinking.					
11. Answers or solutions come to me after reflection or after I have slept on the problem.					
12. I believe that solutions can come from the subconscious mind.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you think broadly and creatively and look for new and unusual or different insights in order to generate new perspectives. You are comfortable with ambiguity and uncertainty.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you think in a fixed or structured way about issues or challenges, and thereby fail to recognize the less-obvious connections that could provide new insights. You are likely to see issues as purely black or white, rather than gray.

IMPACT

An individual who scores high in this area is likely to feel uncomfortable in the realm of the conceptual and not confident that they can make a contribution where creativity or lateral thought is called for. As a result, they probably

won't challenge the prevailing or popular view when problems or issues arise and won't spend much time looking for broader connections or perspectives.

Someone who scores low automatically challenges assumptions, opinions, ideas, and reactions in order to make sure that issues are broadly and completely defined. They will also try to relate this issue with others in order to better understand problems.

ACTION FOR HIGH SCORERS

High scorers should spend more time thinking about how different issues and situations connect with other issues or ideas as a way of bringing “fresh” or different perspectives to the problem. Although it will take considerable time and practice, high scorers should also start to challenge their own set ways of thinking, because they can often keep a person from thinking creatively or “outside the box.”

Weighing Alternatives

This section on Weighing Alternatives looks at the extent to which you fairly assess data, ideas, options, and possibilities and draw on personal experiences and those of others to make the best decisions. It asks the question: “How carefully and effectively do you evaluate competing alternatives?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always				Almost Never
	1	2	3	4	5
1. I am effective in following the evidence to wherever it leads.					
2. I seek out and compare various points of view.					
3. I listen carefully to all of the arguments on all sides before deciding.					
4. I make inferences from the evidence on a logical basis.					
5. I avoid making hasty generalizations and jumping to conclusions.					
6. I quickly identify and dismiss irrelevant information.					
7. I draw on my past experience to generate possible solutions or answers.					
8. I like to explore the value of different options or alternatives.					
9. Every alternative course of action deserves to be properly assessed.					
10. I am careful to make sure I compare “apples with apples.”					
11. I ultimately make sound evaluative decisions to solve problems.					
12. I use a calculation system/method to distinguish between alternatives, when necessary.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you are readily able to compare and contrast options and possible solutions in order to arrive at a balanced conclusion. You generally make sure that what you evaluate is logical and genuinely comparable (“like for like”) as much as possible.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you spend too little time evaluating viable alternatives to your preferred solution, and tend to make comparisons without critical evaluation. You are also likely to dismiss alternatives without full and proper consideration or reflective thought.

IMPACT

An individual who scores high in this area relies too much on guesswork or speculation when faced with a range of

competing alternatives. They tend to over-generalize, fail to track comparative evidence properly, ignore pertinent information, and often compare “apples with pears.”

Someone who scores low collates information on alternative courses of action slowly and carefully and uses a range of methods to measure different options. Such individuals are effective at spotting significant data and making sure that it is evaluated fairly and on an equivalent basis.

ACTION FOR HIGH SCORERS

High scorers need to list all the alternatives that present themselves when a problem or an issue arises, and then apply a rigorous evaluation process or system. They should avoid identifying one alternative as the favorite or preferred option to the exclusion of all others.

Risk Assessment

This section on Risk Assessment skills looks at the extent to which you systematically calculate the implications of potential courses of action or decisions. It asks the question: “How effectively do you engage in the formal assessment of the consequences of suggested solutions to problems?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always				Almost Never
	1	2	3	4	5
1. I think about the likelihood and consequences of my decisions, where appropriate.					
2. I mentally test suggested solutions to see whether or not they will work.					
3. I ask penetrating questions in order to evaluate possible courses of action.					
4. I look at the sensitivity of major decisions.					
5. I determine the intrinsic worth of a particular solution.					
6. I prioritize the importance or urgency of one option versus another.					
7. I use “modeling” tools to determine risk levels.					
8. I use worst-case scenarios where necessary and appropriate.					
9. I have a back-up or contingency plan whenever risks are high.					
10. I quantify the influence that significant decisions are likely to have.					
11. I avoid guessing about the risks of failure.					
12. I treat my preferred solutions as “provisional” until I have thought through the consequences.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you readily consider the potential risks that exist for a chosen course of action or that come as a result of a significant decision. This means that you will evaluate consequential impact and the likelihood of occurrence before finally deciding.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you miss opportunities to consider the risks of a solution or a significant decision, and you therefore accept or reject proposed ideas or actions without consequential evaluation. You are also likely to make personal problem-solving decisions too quickly, and live with any negative effects that are created (or you deal with them only as they arise).

IMPACT

An individual who scores high in this area is likely to ignore consequential risk or impact or heavily underestimate any adverse consequences that might arise from a particular

course of action. They tend to move into the implementation phase too quickly and either make unnecessary mistakes or discover new and unforeseen problems that they might not be able to easily solve.

An individual who has a low score evaluates ideas and strategies in terms of the potential future impact to them personally, but also finds ways to raise awareness of possible risks for others. As such, they are also likely to effectively promote any difficulties or problems that need more focus or more effort to overcome them.

ACTION FOR HIGH SCORERS

High scorers need to assume that all strategies carry at least some degree of risk; they should spend more time trying to measure or calculate the risks in practical terms. Where the risk is not obvious, high scorers can ask questions about the likely impact of decisions or questions about what contingency plans exist should something go wrong.

Perception and Judgment

This section on Perception and Judgment looks at the extent to which you effectively synthesize what you see, hear, or sense in order to develop a clear understanding of what is viable and practical as a course of action. It asks the question: “How well do you assimilate, interpret, and analyze information in order to make a decision?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to solve problems and make decisions. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I distinguish between facts, opinion, inference, and interpretation.					
2. I ask or look for the criteria in order to make a reasonable judgment or decision.					
3. I think about whether conclusions follow logically from prior debate.					
4. I easily spot errors and mistakes in the arguments of others.					
5. I evaluate and synthesize information, rather than compile a set of facts.					
6. I create a frame of reference before I make a judgment.					
7. My opinions are free of prejudice and bias.					
8. I remain intellectually independent.					
9. I look for questionable dilemmas or questionable premises.					
10. I quickly see the pros and cons of people's arguments.					
11. People who know me would say that I am perceptive and insightful.					
12. I evaluate whether someone making a particular argument has correctly used inductive or deductive reasoning.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you carefully appraise what you experience with all of your senses, and create meaning and significance for yourself after considered reflection. You are also likely to assimilate information quickly and make connections and spot flaws or fallacies quickly.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you tend to consider issues at a relatively “shallow” level and ignore clear fallacies, bias, or flaws in arguments and suggestions when they occur. You are also likely to be too “closed minded” on some issues, and do not spend enough time in looking for true meaning or significance.

IMPACT

An individual who scores high finds it difficult to “sift” or interpret what they sense or experience and to separate the

relevant from the irrelevant and fact from fiction. As a result, high scorers too readily accept questionable information and thus discard some of what they see or hear whereas others see that it is logically false or exaggerated.

A low score suggests that the individual will make as independent an assessment as possible about what they sense or experience in order to determine whether the information is consistent, useful, and credible. To do this, they question what they see and hear and also check to make sure that their judgment is not clouded by bias or possible error.

ACTION FOR HIGH SCORERS

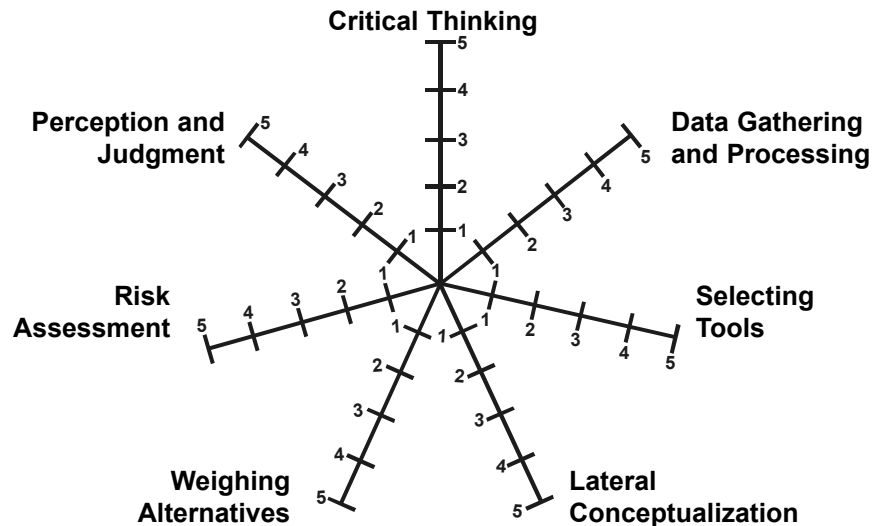
High scorers need to always question what they experience or perceive, and look at different ways in which information can be offered and interpreted. Look harder for poor assumptions and arguments that do not follow, and do not sit on the fence about an issue or a situation—make your own considered judgment.

General Interpretation

The scores from each of the seven competency areas on the previous pages will combine to create a small histogram when the blocks are shaded in, with the composite score at the bottom of each category being the average of the twelve scores (total scores in the category divided by 12). Averages of 2 or less in each competency area are good, scores of 2 to 4 should bear further thought and reflection, and scores of more than 4 are in need of attention and deserve immediate focus. In an overall sense, each competency area is a self-contained mini-questionnaire in its own right. Your average scores for all seven competencies can be plotted alongside one another on the chart below:

**Your total
Problem-Solving and
Decision-Making Score**

(Add all seven
average scores and
divide by seven)



Plot your average score in each competency on each corresponding axis and connect your crosses to create a quick diagrammatic view of your overall Problem-Solving and Decision-Making profile. The closer your scores are to the center, the better. Efforts to start improving your Problem-Solving and Decision-Making ability can be concentrated where scores are highest (generally greater than 3). Although there is no prescriptive strategy that can be recommended for everyone (you must develop your own personal plan), general actions to be taken in areas with high scores are as follows:

Critical Thinking	Practice mentally challenging what you see and hear, and try to think of more than one interpretation or alternative to explain your experiences. You can also try to be less “dogmatic” in your views, and try to accept ambiguity more readily.
Data Gathering and Processing	Develop your own step-by-step process for gathering data, and organize it logically and in an ordered fashion. You can also generate or standardize a set of questions that help you make sure that the information collected is complete and without obvious gaps.
Selecting Tools	Talk to several people about their favorite problem-solving tools and methods, and find out how they work and when, where, and how they can be successfully applied. Try to become “expert” in at least three problem-solving methods, and practice using them frequently.
Lateral Conceptualization	Try to turn issues or situations upside-down, back-to-front, or the “wrong” side out to gain new insights or perspectives. You should try to break problems down into their component parts and re-assemble these in a different way or order.
Weighing Alternatives	Design the criteria by which you are going to evaluate different options before you write down all the alternative ideas or possible courses of action on paper. Make two columns and put each option side-to-side. Review the comparisons to make sure a sound decision is made.
Risk Assessment	Think about the subject of risk from two perspectives: likelihood, the frequency with which problems or difficulties might occur; and consequence, the severity of the potential impact. Think in terms of high, medium, or low, but develop this into a more discerning calculation system in due course.
Perception and Judgment	Think longer and harder about the alternatives presented to you, and try to generate two or three different ways in which you can interpret what you experience. Avoid making hasty assessments or arriving at the easiest or most convenient conclusions when the issue matters or is important.

“Out of intense complexities, intense simplicities emerge.”

—Winston Churchill

Personal Action Plan

**My overall
score is**

Date of Action Plan: _____

The areas most in need of attention (in priority order) and their aggregate scores are:

	SCORE	COMPETENCY
1.	<input type="text"/>	_____
2.	<input type="text"/>	_____
3.	<input type="text"/>	_____

My specific plans for becoming more effective in Competency 1 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 2 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 3 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

In overall terms, I will stop doing or reduce my involvement in:

1. _____
2. _____
3. _____

Signature _____ **Date** _____

Action Notes

Now that you have plotted your scores and read the associated competency descriptions, use the space below to make a number of action notes for yourself. Ideally, you should focus on areas where the scores are high (weak areas).

[illegible]

ABOUT THE AUTHOR

Jon Warner is a professional manager with over 20 years' experience working with multinational companies in the United Kingdom, Europe, the United States, and Australia. He has been the senior staff member in human resources departments, and has held several professional leadership positions with responsibility for large groups of employees. Jon has in recent years been involved in wide-ranging organizational consultancy work and the pursuit of best-practices leadership for such major organizations as Mobil Oil, Qantas, United Energy, Dow Corning, Coca Cola, Barclays Bank, National Bank, Honda, BTR, Gas and Fuel, Air Products and Chemicals, and Caltex.

Jon is managing director of Team Publications PTY Limited, an international training and publishing company committed to bringing practical and fun-to-use learning material to the worldwide training market, such as the One Page Coach® storyboard-based integrated training packages. He holds a master's degree in Business Administration and a Ph.D. in organizational change and learning, and lives and works on Australia's Gold Coast.

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