Strategic Thinking and Strategic Acting:
A collaborative approach to moving forward with clarity and conviction.

Success comes as a result of thinking about how you can proactively accomplish your objectives instead of just reacting to the conditions that exist. A strategic mindset encourages you to determine the best use of resources at your disposal and how to align them with your action plan. In this session, we will examine various aspects of thinking: critical, focused, and strategic. In addition, we'll examine the importance of making the connection between strategic thinking and strategic acting. Our learning outcomes include:

♦ Gaining insights into the spectrum of thinking;
♦ Assessing how you typically think about and plan your work;
♦ Understanding why strategic thinking and acting are important for us as leaders, both personally and professionally;
♦ Exploring how strategic thinking and acting function to increase organizational effectiveness and efficiency;
♦ Exploring useful steps associated with both strategic thinking and acting; and
♦ Applying the lessons learned to a social construct that best suits us personally and professionally.

Brain Tricks - This Is How Your Brain Works
- https://www.youtube.com/watch?v=JiTz2i4VHFw
OVERVIEW: STRATEGIC THINKING AND ACTING

- Overview
- Why think at all?
- A balcony view
- Defining strategic thinking
- Why it matters
- Review strategic thinking skills - steps
- From thinking it to doing it
- Parameters of strategic acting
- Looking ahead, reflection

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- Applying the lessons learned to a social construct that best suits us personally and professionally.
**TAKE 10: TIME TO THINK**

**Take 10 minutes to process these two questions.** Compare and contrast your personal experiences individually and collectively. Recall the time allocation exercise you completed during the discussion of Complex Role (Covey Matrix). What percent of your time was available for engaging in activities that are considered important but NOT urgent? The time allocated to these kinds of activities greatly facilitates critical, focused, and strategic thinking.

**When and where do you find the time to engage in focused thinking?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**How do you define strategic thinking and how does it apply to your work/life?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
WHY DO WE THINK AT ALL?

**Thinking (noun)** - The process of using one’s mind to consider or reason about something.

**Two Sides of YOU!**
- **Cognitive:** I know what’s right.
- **Emotional:** I feel what’s right!

In his best seller, *The Magic of Thinking Big*, David Schwartz writes that “where success is concerned, people are not measured in inches or pounds or college degrees, or family background; they are measured by the size of their thinking.” We spend a good deal of each waking (and non-waking) moment engaged in thinking, typically focused on the task at hand, often simply as a way to pass the time or to escape the reality of our day, and occasionally as a mechanism for putting ourselves, those close to us, and/or our organization in the best position to meet perceived demands at some future time.

Strategic thinking and acting establish the foundation for strategic planning and implementation. Typically, strategic planning is looking forward through the next three years and deciding on which priorities, goals, and objectives should be pursued. The implementation of that strategic plan is the simple unfolding of scheduled events that bring the parts of the plan into existence.

Strategic thinking and acting are different from the traditional approach to planning because they explore the trends, themes, and environmental issues beyond and within the organization that could influence, positively or negatively, the ongoing work of the organization and the people who work in that organization as it moves toward its goals. The decisions made are always strategic and significant in that they most powerfully and convincingly bring the goals and objectives into existence.

Strategic acting is the decisions that are made that advance the goals and objectives of organizations and people.
Strategic thinking is the ability to see the total enterprise, to spot the trends and understand the competitive landscape, to see where the business needs to go, and to lead it into the future.

Our ability to think critically develops over time. By the time we have reached the age of maturity, most of us are fully engaged in the process. John Maxwell, author of *How Successful People Think*, lists several benefits of what he calls “focused” thinking.

They include:
- Harnessing energy toward a desired goal,
- Giving ideas time to develop,
- Bringing clarity to the target, and
- Getting to the next level.
Chapter 6
Strategic Thinking and Acting

SYSTEM I AND II

<table>
<thead>
<tr>
<th>SYSTEM I</th>
<th>SYSTEM II</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Runs Automatically</td>
<td>• Has the potential to change the way system I works.</td>
</tr>
<tr>
<td>• Main Source of explicit belief.</td>
<td>• Operates in comfortable low effort mode.</td>
</tr>
<tr>
<td>• Detect distant objects.</td>
<td>• Only a fraction of actual capacity is ever used.</td>
</tr>
<tr>
<td>• Orient to source of sudden sounds.</td>
<td>• System I generates suggestions to system II.</td>
</tr>
<tr>
<td>• Drive a car on an empty road.</td>
<td>• IF system II endorses/adopts suggestions by system I, it becomes belief.</td>
</tr>
<tr>
<td>• Understand simple sentences.</td>
<td>• Responds differently to stress, drugs, stimuli, etc.</td>
</tr>
<tr>
<td>• Has biases, prone to systematic errors.</td>
<td>• Systems II takes over when: requires attention, complexity increases, pattern is less familiar, time permits, need to ID best COA.</td>
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Thinking Fast and Slow, Daniel Kahneman

Over 50 years ago, social scientists Chuck Kepner and Ben Tregoe developed an understanding of how our analytical minds work and their ideas can help us understand how we might approach improving the quality of thinking across an organization. Their insight was to see that our System 2 minds were based on four distinct thinking patterns and, while people think in all sorts of different ways, every productive activity that takes place within an organization is related to one of these four thinking patterns.

The four basic thinking patterns are reflected in the four kinds of questions we hear asked as an individual ‘changes gear’ into System 2 thinking:

What’s going on? Begging for clarification, it asks for a sorting out and a breaking down, a key to the map of current events, a means of achieving and maintaining control. It reflects the pattern of System 2 thinking that enables us to impose order where all has been disorder, uncertainty or confusion. It enables us to establish priorities and decide when and how to take actions that make good sense and produce good results.

Why did this happen? Indicating the need for cause and effect thinking, this is the second basic thinking pattern. It is a pattern that enables us to move from observing the effect of a problem to understanding its cause so that we can take appropriate actions to correct the problem or lessen the effects.

Which course of action should we take? Implying that some choice must be made, the third basic pattern of thinking enables us to decide on the course of action most likely to accomplish a particular goal.

What lies ahead? Looking to the future, the fourth basic thinking pattern enables us to assess problems that might happen — the decision that might be necessary next month, next year, or in five years time.

In 2001, Daniel Kahneman, winner of a Nobel Prize in Economics, published Thinking Fast and Slow. Kahneman provides us with a very helpful metaphor detailing essentially two parts of our mind with which we think about things: System 1, which operates immediately and instinctively, and System 2, which judges and calculates.
<table>
<thead>
<tr>
<th>Statement (1 is low, 5 is high)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. You scan your environment for existing and emerging trends as well as forces that could influence the competitiveness of your organization.</td>
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<td>2. You take the necessary steps to secure important and critical information that should be factored into your decisions.</td>
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<td>3. You look at your organization and your own work from new and unique perspectives.</td>
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<td>4. You are capable of grasping the most important existing and emerging trends and facts from a large amount of data and information.</td>
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<td>5. You are conscious and aware of how your own biases may distort what you see and you take steps to address your biases to prevent distortion.</td>
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<td>6. You identify the key points and issues that come to bear most powerfully and acutely on your organization.</td>
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<td>7. You see patterns, connections, and relationships between and among the information around you and explore how this information can impact the work of the organization.</td>
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<td>8. You create and build imaginative solutions and ideas to advance the organization.</td>
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**Total Score**
ASSESSING STRATEGIC THINKING SKILLS

Eight questions/statements using a five-point Likert Scale where

1 = Considerable Improvement Needed
2 = Significant Improvement Needed
3 = Moderate Improvement Needed
4 = Some Improvement Welcome
5 = No Improvement Needed

This assessment has been adapted from the Strategic Thinking Skills Assessment (Hughes & Beatty, 2005). For each of the behaviors identified, honestly consider where you stand on the five-point scale.

The assessment results can be viewed in two ways. First, the results for each question should be looked at individually to determine specific areas that should be addressed in order to increase strategic thinking skills. Second, the total scoring range can be looked at in aggregate.

The breakdown is as follows:

**Aggregate scores between 8 and 16 =**
There is a considerable need to increase strategic thinking skills.

**Aggregate scores between 17 and 24 =**
There is a reasonable need to increase strategic thinking skills.

**Aggregate scores between 25 and 32 =**
A good foundation of strategic thinking skills in place and there is more upside potential for further development.

**Aggregate scores between 33 and 40 =**
There is strong ongoing learning and dynamic integration of strategic thinking skills into leadership.

Share your results with a partner and briefly discuss the significance from your perspective.
STRATEGIC THINKING

The cognitive processes required for the collection, interpretation, generation, and evaluation of information and ideas. (Hughes & Beatty, 2005)

- The information and ideas that emerge become critical building-blocks which inform how we plan for our organizations, our professional responsibilities, and our careers.

To use strategic thinking effectively requires that we think differently about what we see around us. Our cognitive schemas are preset filters or grids that allow us to perceive some information while other information is not perceived. Strategic thinking asks us to see beyond and through what we would normally see and look for additional factors, trends, and forces that can impact and influence the work of our organizations and the people in them.

Once we are able to identify important information, strategic thinking includes evaluating that information in order to determine the ways it will affect work processes and organizational goals.

When strategic thinking becomes a collaborative event where key stakeholders are also involved in identifying forces and sharing their perceptions of how those forces will impact the organization, the process of strategic thinking becomes more powerful and important.

The information produced by strategic thinking becomes critical material for deciding organizational goals as well as identifying professional development objectives.
• The key task assigned to the leader is to climb up on the balcony and point the way forward.

• They influence people toward a specific direction, goal, objective, or outcome.

• This requires knowledge of trends, events, and emerging themes that could in some way impact how the leader moves the team or organization forward.

• Information gathered from thinking strategically provides a more comprehensive, informed, and detailed approach to strategic acting.

Because a leader accomplishes a great deal through the process of influence, men and women at all levels of the organization can engage in strategic thinking. Whether as a single faculty member, a leader of faculty, a department chair or dean, or an administrator, leaders have a role in contributing to the direction of their own sphere of influence and to larger spheres of their organizations as well.

Strategic thinking, to be done well, takes dedicated, structured time which should not be rushed or abbreviated. When done well, those involved in strategic thinking identify a number of factors, both outside and within the organization, that could in some way influence or augment the organization’s growth, effectiveness, and movement toward its goals.

The trends, themes, forces, and issues identified from strategic thinking can better inform the actions that are taken to move toward specific objectives.
Harvard was one of the pioneers in adopting strategic thinking and planning as an operational tool to facilitate organizational relevance and well-being over the long-term. In 2006, the Harvard Business School Press published *Strategy: Create and Implement the Best Strategy for Your Business*, summarizing the key steps in the strategic thinking process.

1. **Scan the environment:**
   This helps to identify the external and internal trends and issues that must be considered in thinking about the future. A SWOT Analysis is an exercise that helps to identify strengths, weaknesses, opportunities, and threats facing any type of organization.

   - **Strengths**: Capabilities that enable your organization, department, or team to perform well. These are the capabilities that should be leveraged moving forward.
   - **Weaknesses**: Characteristics that constrict or limit your organization, department, or team from performing well and which need to be addressed.
   - **Opportunities**: Trends, forces, ideas, or events that you can capitalize on that will help accelerate growth and development.
   - **Threats**: Existing or emerging obstacles beyond your control that need to be addressed and mitigated moving forward.

2. **Build a Vision:**
   Describe in detail what your organization, department, or team should look like or what it can become when it’s at its best. Because a vision is aspirational, it is future oriented. A powerful vision should act as a grounded marker well off into the distance that has enough inspirational power to continually “pull” the current organization toward it.
3. Reframing:
This step involves looking at the collected information through different lenses. Looking at the same details and issues from multiple perspectives will allow you to discern how these details can impact plans and possibilities. Inviting others to explore the same information will produce different frames for that information that will broaden and deepen potential options. This is one reason why collaboration is crucial when looking at your current situation and future possibilities. The process of reframing can facilitate the creation and building of new models and operational possibilities that helps an organization, department, or team maximize performance and resources.

4. Make Sense:
New information can be confusing and ambiguous. Easy answers and quick solutions often do not work when dealing with new information. This is where viewing the information through different lenses helps to bring sense, order, and coherence to the information. Asking questions collaboratively such as, “What does this mean given our situation?” or “What is the common thread here that we need to pay attention to?” or “How do these connections to the issues inform our way forward?” are vitally important when trying to make sense of the information.

5. Use Systems Thinking:
Looking for the relationships between the variables within the information is important. Because engaging in systems thinking can be an exercise that people are not familiar with, they will often skip over this very important step in strategic thinking.
- Look for patterns over time
- Keep an eye on the big picture
- Look for complex interactions
- Determine the points of leverage or drivers that will yield the greatest results
- Validate your understanding of cause-and-result by looking at the outcomes of your decisions
Clem Sunter (Beyond Plan B), has been renowned for years in South Africa as the country’s pre-eminent scenario planner – and as both its public cheerleader and chief critic related to economic and social change. Before this he was a top mining executive with Anglo American where he developed an in-house scenario planning staff and the popular presentations, articles, and books that came out of the work of his shop. His public role now is to give politicians, business leaders, social activists, and all the rest of us a way of forging out the path forward in a world that constantly generates mixed signals about the future from the roil of social movements and economic decisions. That, and the good, bad, or irrelevant choices made by political leaders – and wannabe leaders as well.

Sunter suggests that when the stakes are high involving our future, we should engage in scenario thinking. In doing so he draws our attention to four key considerations.

**Embrace Uncertainty:**
We can’t know everything. We need to value the fact that the farther out we imagine, the less certain we can be about the outcome. That said, we do everything we can to mitigate the cost of misreading the future by routinely using the strategic thinking steps outlined previously.

**Examine Uncomfortable Scenarios:**
We can’t just consider the outcomes that appeal to us the most. We must also consider the cost, consequences, return, and benefits potentially derived from more uncomfortable but still likely scenarios.

**Keep Opposites in Mind:**
As you imagine the futures that you feel are possible, you need to consider what if? What if a dramatically different outcome occurs? How does it impact your decision process?

**Remember Success Can be Blinding:**
Too often we feel that once the reality of our future unfolds as expected, we have done enough to secure our success. In fact, that very success may defer us from keeping our radar tuned in to the options and opportunities that should be the subject of continued strategic and scenario thinking.
Engaging in thoughtful action that is connected to the ideas and possibilities that emerge from strategic thinking and which build momentum, value, and advantage for the organization, department, or team.

- We have learned that left to its own devices, System I can lead us astray.
- Unchallenged System I thinking might account for the majority of poor problem solving and decision making we see in organizations today.
- Rational Processes can harness and control our remarkable System I minds while at the same time, provide the opportunity for improving our System II thinking both individually and collectively.

In typical strategic planning, when the plan is launched the parts of the plan move forward according to a predetermined, almost automatic process. Everyone involved executes their assigned duties and works to reach the milestones and objectives of each phase of the plan. Those who oversee the plan are tasked with the responsibility to ensure that it stays on track regardless of internal or external distractions or opposing forces.

Strategic acting is making decisions to move forward while keeping a focus on the external and internal environment and making adjustments and changes as necessary. It is focused on what is needed, what is emerging, and staying focused on the goal despite distractions. **Iacocca’s observation gets at the heart of strategic action:** having enough information to take action with conviction and decisiveness and to move forward, making adjustments as necessary as new information emerges.
STRATEGIC ACTING

• Take action in the organization despite the volatility, uncertainty, complexity, and ambiguity.

• Commit specific resources which support key decisions and actions for the organization:
  ♦ Time
  ♦ Money
  ♦ People
  ♦ Personal and organizational reputation

Strategic acting is taking action despite the volatility, uncertainty, complexity, and ambiguity in the environment. The acronym VUCA (Johansen, 2012) is helpful in understanding the importance of strategic action. Strategic action moves goals and objectives forward in the midst of:

VOLATILITY:
The environments in which our institutions exist are increasingly volatile and unpredictable. We must be able to tolerate this volatility and understand it in order to work within it. Our actions, while considering and weighing this volatility, should not be stymied or paralyzed by it.

UNCERTAINTY:
Uncertainty means that we can no longer move forward with absolute certainty that what we think will happen will, in fact, actually transpire. Increasing uncertainty means decision making with as much certainty as possible and then moving forward with confidence and nimbleness.

COMPLEXITY:
Decisions have both positive and negative consequences locally and globally. Interrelationships now exist across people, positions, institutions, sectors, economics, and politics. Leaders must take actions considering as much as possible the relationships, networks, or forces that may be involved and impacted.

AMBIGUITY:
Because the future is not clear, leaders must exercise constant flexibility in all of their actions and decisions. Decisions must be made with sufficient but often incomplete information and they must also be agile enough to adjust quickly when necessary.

Strategic action involves using organizational, departmental, and team resources such as time, money, people, and reputation in order to move toward specific goals.
• **Leaders influence** through their *actions*; what they do should not be haphazard or inconsistent but rather a direct reflection of their overall strategy.

• **Leaders engage** in *actions* that are ultimately designed to strengthen the performance of others, the organization, and indirectly improve their own value.

When leaders strategically act in any situation, they are able to influence in targeted and specific ways. These leaders connect their acting to their strategies for advancing the organization, department, or team. They do not squander opportunities by acting in ways that are not aligned with their strategies. They are careful not to waste their efforts by making decisions that fail to move the organization and the people with whom they work toward their goals. Furthermore, because they know that as leaders their voice and decisions are influential, they invest themselves in their decisions to act in such a way that their own credibility and value is strengthened.
There are six steps that combine to make strategic acting a key component supporting movement toward an institution’s goals or outcomes.

1. **Setting clear priorities:**
   This involves identifying the priorities, drivers, or goals that inform sound decision-making. If we want our decisions to build support and generate momentum, then we must make sure that the priorities driving those decisions are clear and readily understandable by others. When people understand the logic and rationale behind decisions, they are more likely to support the decision. Regarding avoiding mixed signals, the following components are important to demonstrate:
   - Speak consistently to all parties and avoid sending mixed signals.
   - Walk the talk. Ensure speech and behavior are continually aligned with strategy.
   - Ensure that espoused strategy and strategy-in-practice are equivalent.
   - Demonstrate priorities by investing energy and resources in those priorities.
   - Maintain openness and responsiveness toward questions for clarity and additional information.

2. **Creating conditions for others to excel:**
   This means that leaders include and empower others to act to help move the strategy forward. The leader provides the necessary oversight to ensure that others do not flounder and lose sight of the organizational, departmental, or team goals. Furthermore, these leaders provide enough autonomy to facilitate individual creativity and expression. Strategic acting leaders use as little structure and power as necessary in order to elevate the performance and boost the morale of those who are essentially strategic partners.

3. **Leaders need to teach others about strategy:**
   What it is, how it works, and what it accomplishes. They do this through conversations that address change and growth, past successes and failures, and how to learn from the past to embrace new opportunities moving forward. Typically, the leader of any part of any organization who has spent time thinking about strategy will be familiar with the terms and processes of strategy. However, many others will not have that head start.
4. Leaders engaging in strategic action act decisively in the face of the VUCA environment. They move forward with enough information, not necessarily as much as they would like. “Use the formula P=40 to 70, in which P stands for the probability of success and the numbers (40 to 70) indicate the percentage of information acquired.”

“Once the information is in the 40 to 70 range, go with your gut.”


Colin Powell’s P = 40-70 rule: helps to put the notion of acting decisively in perspective. In many situations, leaders will not have enough information to make a fully informed decision to move forward with a plan. Powell suggests that this is the 0-40% probability range where decisions based on information have up to but not more than a 40% probability of success and they stand in danger of failing due to insufficient information. Yet when the probability that a decision will succeed is greater than 70%, Powell argues that the leader has waited too long to ensure a safe bet and, as a result, the opportunity may well have been lost. Powell advances the notion that when the information gathered places the probably of successes between 40% and 70%, the leader can act decisively.

5. Act with the short-term and long-term in view:
No decisions are made in a vacuum. Because strategic acting on the part of leaders carries significant weight, a leader thinks carefully about how their short-term decisions influence future scenarios. The decisions made in the daily activities of leaders aggregate to send a message of what the leader values and the goals to which a leader is committed.

6. Exercise courage and confidence in your decision making.
Stay the course when immediate feedback is lacking or when early feedback is negative or critical. Where possible, make small adjustments as new information emerges to keep moving forward. Keep checking in with various levels to inspire confidence, gauge support, and assess progress of adapting to the new world.
STRATEGIC THINKING CASE STUDY

Case studies require us to analyze problem situations and reach our own conclusions concerning the outcome.

- Identify the major considerations (strategic and/or operational) that you feel the task force should consider.
- What might the College do to address the wide divide between the various stakeholder groups?
- What specific things do you feel the task force should recommend to the Council as they work to decide on the choice they favor and to implement it in the near term?

Experience has shown that case studies bring interesting, real-world situations into the classroom to study. Depending on your program, the Chair Academy leverages information connected to one of two real-life colleges to help contextualize learning. Richardson College is a mid-size comprehensive college based in the NW region of the USA, Adanac College is Canadian Polytechnic mandated to provide industry-responsive education and training in the areas of trades, technologies and professional programs.

As you discuss cases with your fellow participants, you will learn that decision making is often a confrontational activity involving people with different points of view. Most important, you will learn how to work toward consensus while tolerating legitimate differences of opinion.

Case study does not claim any particular methods for data collection or data analysis. Our approach emphasizes assessing the merits of any situation from a qualitative perspective. We invite you to focus on discovery, insight, and understanding from the perspectives of those being studied.

Qualitative case study research approaches a problem or practice from a holistic perspective in order to gain an in-depth understanding of the situation and its meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than in confirmation. Such insights into aspects of educational practice can have a direct influence on policy and practice.

CASE STUDY CAN BE FOUND IN CHAPTER 11
PUTTING IT ALL TOGETHER

• Climb up on the balcony of your life.

• Understand System I and II

• Engage in focused, strategic thinking.

• Identify strategic actions needed to advance organizational and personal objectives.

• Make informed decisions based on strategic (scenario) considerations.

• Exercise courage that is informed and responsive.

There is risk in all decisions/actions regarding the future. If we remain hunkered down behind our desk and computer terminal, our range of vision and focus become very narrow and limited. As working professionals, we are invited to climb up on the balcony of our lives both personally and professionally, span our eyes over the horizon, and gather information about what we see and how what we see might influence the direction we take.

As what we see comes into focus and evolves toward us actually being able to formulate a vision, we are better able to engage in collaboration with key colleagues about existing and emerging trends, themes, and issues that could and are beginning to impact our organization and our work. It is then that we are able to identify the actions that need to be taken to advance organizational and personal objectives and goals in light of strategic thinking information.

As we make informed decisions, we need to be mindful of the fact that nothing stays the same; truth is always changing. As such, we need to take action making adjustments as needed to keep decisions on track as new information emerges.

Finally, in clarifying our vision and encouraging others to act on it, we need to exercise courage that is both informed and responsive to those we hope to serve and support. Being a leader doesn’t just involve telling people what to do, but providing insight as to how, encouraging and aiding in implementation, and celebrating progress along the way.
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<thead>
<tr>
<th>Plan</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Identity</td>
<td>How do you view yourself?</td>
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<td>Core Purpose/Mission</td>
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<td>Learning Style</td>
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<td>Claim Your Values</td>
<td>List your core values</td>
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<td>Strengths</td>
<td>Top 5</td>
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<td>Behaviors/DiSC Style</td>
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<tr>
<td>Constraints</td>
<td>What stands in your way of progress?</td>
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### INDIVIDUAL PERSONAL DEVELOPMENT PLAN (IPDP)

#### OBJECTIVE

- What is my desired outcome?
- What is the object of my desire?
- Time to complete.

#### What will I do to achieve my outcome?

- Journal.
- Discussion with mentor/buddy.
- Specific tools and strategies I will use to reach my objectives.

#### METHOD OF ASSESSMENT

- How will I document and measure my progress?
- What tools will I use to measure my achievement?

#### How will I know I’m done? What does success look/feel like?

- Journal.
- Reflection
- Objective assessment.
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<tr>
<th>Name</th>
<th>Contact Information</th>
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<tr>
<td><strong>Complex Role</strong></td>
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<td>Object of Desire:</td>
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<td>Activities:</td>
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<td>Method of Assessment:</td>
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<td><strong>Finding Your Voice</strong></td>
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Chapter 6
Strategic Thinking
and Acting

REFLECTION

Reflect on the discussion that we had in this seminar.

Record two to three ideas or issues that came out of the discussion that were most meaningful to you.
Chapter 6

Strategic Thinking and Acting

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However beautiful the strategy, you should occasionally look at the results.

Winston Churchill