



The KSA Suite of Talent Tools

Research and Technical Manual

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INTRODUCTION TO THE TALENTTELLIGENT TECHNICAL MANUAL

WHAT IS THE KSA SUITE?

- The KSA Suite stands for, The Knowledge, Skills and Attributes (KSAs) that underpin what it takes to develop **successful performance**.
- The KSA Suite is a **tool set** Talent Practitioners use to solve today's talent business issues.
- The KSA Suite of Tools; **a systemic way** to address the whole talent system.
- The KSA Suite is a comprehensive or library system that focuses on the **whole person over the course of an entire career** -- with job performance in mind.
- Our fresh approach builds on the **Roles** (performance elements and responsibilities) and **Practices** (descriptors of behaviors needed for success on the job) that are observable in action. You can use it to find, hire, grow, develop, deploy, promote, give feedback, and support your valued talent in a strategic way.

HOW TO USE THIS TECHNICAL MANUAL

This manual is designed as a technical reference for practitioners, as well as a teaching text within TalentTelligent Certifications. It is a technical guide to help deepen your understanding of the approach, foundational seminal research, and point of view within the TalentTelligent KSA Suite of tools.

It can be used in a variety of purposes:

- Access the latest empirical and normative data sets (this manual reflects data up and through 2021).
- Apply the diagnostic data within your talent approach with confidence.
- Appreciate the thought leadership of Pearman and Eichinger, in addition to seminal authors within scholarly empirical journals.

Technical Manuals demonstrate intent – we provide you with a technical manual as a quality measure and intentional reference tool to demonstrate the research background behind the KSA Suite of Tools (both from a historical and ongoing research standpoint).

FOUNDERS AND MISSION

The names you know, and trust are behind this work.

Roger Pearman, EdD

Roger brings a business leader perspective having been a CEO at Leadership Performance Systems; A Partner at Matrix Insights; Co-Founder of TalentTelligent, LLC and a Board-Certified Coach.

You'll remember him most as an award-winning author (*I'm Not Crazy, I'm Just Not You*, *Hardwired Leadership*, *Enhancing Leadership Effectiveness* and co-author of *You*), personality expert, and psychological type authority.

Roger has extensively consulted with executives and leaders in government, business, and education across the world through training programs that focus on leadership development and change management, executive team development and team performance, succession planning and talent retention, and leading through company lifecycles and culture development for financial returns. He has trained and certified more than 15,000 professionals on assessments like the MBTI, FIROB, CPI, Strong, EQ, and others.

He now offers another powerful tool for business people through his ongoing partnership with Bob Eichinger. He is passionate about enhancing individual effectiveness through appropriate assessment and development strategies.

Roger did his undergraduate studies at Wake Forest University, and holds an EdD, Organizational Development and Leadership from The University of North Carolina at Greensboro. He resides in Winston-Salem, North Carolina.

Robert Eichinger, PhD

You know Bob as the co-founder and CEO of Lominger International. He brings more than five decades of experience working, teaching, consulting and coaching.

Prior to Lominger, he was with Pillsbury leading employment, affirmative action, training, management and executive development. At PepsiCo (NY) he oversaw international executive development; and at PepsiCo Corporate, he led executive development across the entire organization.

Bob likes to make things. He has authored over 50 books, articles, software products, and other intellectual property around the topic of talent management and succession planning. He is the co-creator of the concept of learning agility, a leading predictor of effective leadership.

Since 2006, he has spent most of his time studying NeuroLeadership with the goal of developing tools for managers and executives to manage their brain resources more effectively. Armed with everything he amassed over his career and partnering with Roger Pearman — he's doing his best work with the KSA Suite as a Co-Founder of TalentTelligent.

Bob holds a PhD in industrial and organizational psychology from the University of Minnesota and is a fellow of SIOP.

Our Point of View:

[We are a friendly, trusted, talent management partner.](#)

Using decades of experience our goal is to do the research so you don't have to. This allows coaches and talent management leaders the ability to gain self-sufficiency, confidence, and access to tools and support that you can trust.

[We solve pressing talent issues.](#)

We know how to develop an Individual Contributor for the best contribution possible, what essential practices Managers need to lead others, and the differentiators for performance at the top executive or Leader levels. Additionally, we know what it takes to be a true High Potential at any of those levels.

[We provide foundational and user-friendly language.](#)

The Knowledge, Skills and Attributes language is **line-friendly, and one the entire organization can use** to describe a unified approach across the organization and within all Talent Management systems.

[We focus on behavioral-based practices.](#)

Behavioral-based practices allows the user of our material the ability to go back to the behaviors that are observable, practical, and drive performance. Gone are the days of talent management language that is hard to understand!

[We created tools that meet unique needs.](#)

Our tools can be applied in unique ways to Individual Contributors, Managers, Leaders, High Potentials, and Teams. From interviewing and selection, to development and identification, we have solutions you can use.

[We leverage research-based, and experience-tested, discoveries.](#)

We used 50 years of research, and over 100 years of experience, to provide you confidence through having tools in hand to develop both the individual and the entire talent pipeline.

We have included the latest neuroscience findings.

All of our work is informed and infused with the latest brain insights from recent neuroscience to help develop individuals. Knowing what's going on inside an individual helps us build better initiatives on the outside. This "BrainTelligent" content can hone in on better results, because we've tapped into how a person really works – at work.

THE KSA LEVELED LIBRARIES

Do behavioral libraries matter? The economic impact of strategic talent management and use of a behavioral approach to describing success, of course can lead to a significant return on investment (Spencer 2001). It is the job of strategic organizational and HR practitioners to ensure talent efforts contribute to organizational success through their work in aligning human capital to organizational strategy, mission vision values and organizational context to create impactful leadership development, emotional intelligence, training and development, recruitment and selection, success profile development initiatives, that extend the work of talent management across the organization (Lombardo & Eichinger 2004). In this way, everyone with influence in the employment experience (Executives, Managers, and HR for example) have a stake in the success of the workforce and work toward it with all their efforts.

A system that works -- In multiple research studies the use of behaviors or competencies has been justified by a significant return on investment. For many organizations they have become the key element that links all efforts together. Applied systemically, you can use it to select, hire, grow, develop, deploy, promote, give feedback, and support your valued talent across key levels and teams. At the heart or center of all you do in talent is the KSA Suite of Tools – giving organizations a common language to talk about Talent Management. It's the red thread that connects everything together, unifies them and makes them more. Talent Practitioners are being asked to devise talent solutions to address real business problems –and connect them with science and psychology.

It's time to rename and add value. Sadly, in a world that looks for simple solutions, competency modeling work many times has been less than effective. Combined, compound efforts to get to only a few behaviors have seemed complicated and those perceptions and inferences communicated across an organization have even wrecked many initiatives, sometimes even the word: “competency” has created an organizational see-saw that is viewed as outdated, impractical, and too theoretical for busy organizations to apply in a consistent or impactful way (Ayoubi, 2016). However, most experts agree without research-based behavioral approaches to talent or the ability to manage them effectively, an organization will struggle to define and implement a talent strategy. Ayoubi aptly summarizes:

“Love them or hate them, most organizations use competency frameworks – but often they are decried by managers and staff. Is it time to shake them up, give them a different name and get them adding more value?”

At TalentTelligent -- We think so.

A state-of-the-art way forward -- To describe the whole person who possesses discrete knowledge skills and attributes all their own, we have created something different. It's a current, relevant way to channel all our competency modeling experience of decades gone by and create something more relevant, applicable with new scientific approaches baked in (like NeuroLeadership) and create a refreshed, revised way to look at talent management for the 21st Century. Will this shake up the playing field a bit? We know so.

What is in The KSA Suite? The KSA Suite starts and ends with observable behaviors embedded in the work (Pearman & Eichinger 2018). We have consciously and thoughtfully skipped the traditional approach to competencies. Instead, our libraries start with the research-based **Roles** and responsibilities expected and then derive the **Practices** necessary to successfully deliver on the Roles. Our Practices are then broken down into detailed behaviors. All our development material is at the behavioral level, all described within developable "observables", easy to spot and identified as a way to learn and grow in the job. It uses work itself as the classroom for learning.

You've probably noticed, one size does not fit all -- For performance across key organizational levels (Kaiser & Craig, 2001), we have 3 specific level-based libraries to help you address key pivotal career-defining organizational levels/roles – 1) **Individual Contributors**, 2) Supervisors & **Managers**, and of course, 3) top level **Leaders**, generally directors and VPs and the C Suite. Based on this research we know the roles and responsibilities are sufficiently different for each level and deserve their own behavior library. Think about it – is what an Individual Contributor does, even covered by a previous model or framework? Essentially the work of Supervisors and Managers has become quite similar or been enveloped as organizations have become more flat. What matters to performance is different at every level. This also allows the career-minded individual to clearly see what's required to move up the ladder to be a Manager and eventually a Leader.

It's important to know we're addressing an entire career arc – connecting behaviors across and individual's work experience as they grow and ascend to roles of greater responsibility. Again, research says there are **three moderately** distinct sets of KSAs from the beginning to the end.

We have separate libraries to address talent at three key levels:

- KSAI™ Knowledge, Skills and Attributes for **Individual Contributors**
 - Individual Contributors are defined as employees and associates who work specific tasks essential for the organization to deliver services and goods.
 - There are 10 Roles, 4 domains, and 27 practices within the Individual Contributor library

KSAI Illustration:



- KSAM™ Knowledge, Skills and Attributes for Managers
 - Managers are defined as team leaders of one or more teams. Managers; those who directly supervise or manage other's work.
 - There are 11 roles, 4 domains, and 30 practices within the Manager library
 - The term supervisor is also contained in this library as the managerial practices among both were similar in the research

KSAM Illustration:



- KSAL™ Knowledge, Skills and Attributes for Leaders
 - Leaders are defined as the C-Suite, Division, Department, Functional and Geographic heads, General Managers and Officers. This might also cover senior R & D scientists, developers and creatives who play a key role, but may not directly manage others
 - There are 9 roles, 4 domains, and 35 practices within the Leader library

KSAL Illustration:



We also have three special purpose libraries (to be discussed in later versions of our technical manual):

- **KSAP™ Knowledge, Skills and Attributes for High Potentials**
 - There are 12 Drivers and Markers, 4 Domains, and 25 Practices within the KSAP library

KSAP Illustration:



- KSAT™ Knowledge, Skills and Attributes for High Performing Teams
 - There are 10 Drivers and Markers, 4 Domains, and 26 Practices within the KSAP library

KSAT Illustration:



FOUNDATIONAL RESEARCH

Where did The KSA Suite come from? The KSA Suite is evidence-based and experienced-tested by the same people who brought you hands-on card sorting methodology, The Leadership Architect, Learning Agility, 70/20/10 assignmentology, YOU, FYI, Qualifying.org, and more (Pearman & Eichinger 2018). This suite provides you with development materials you can use in a DIY way (that's, Develop It Yourself) that reinforces your seat as a trusted advisor and practitioner at the career table. This is an easy-to-use talent process you (as a practitioner) can drive and know to impact the talent strategy from within, where it counts.

The Research Foundation and Development of the KSA Suite.

We developed the KSA Suite based on key criteria and principles:

- A behavioral descriptor of expectations in each leveled Role, organized to show what matters most for performance.
- The right number (not a prescribed number) of Practices that underpin success at each of the leveled Roles and describe what it takes, and how it shows up in discrete behavioral terms – things that can be developed.
- An understanding of how individual behaviors contribute to High Performing Teams. Our suite connects what an individual demonstrates behaviorally to how that might help or hinder teaming.
- A connection to how Potential manifests at each of the levels. Can you spot key components of Potential at Individual Contributor level? Our research shows Potential is present at every level for those with the differentiating Drivers and characteristics of Potential.

The KSA Suite Includes:

- **100 years** of collective experience creating science-based behavioral inventories that have been **validated, normed and used globally**.
- A comprehensive survey of research published in juried research journals on performance, identifying essential factors and conditions for effectiveness.
- The use of expert panels and peer reviews in verifying concepts related to Roles and Practices; how Leaders show up at work behaviorally.
- **Roles and Practices** that were derived from science, scholarly sources, seminal studies, CCL (Center for Creative Leadership) and many other industries recognized, published, and shared research. (See citations appendix).
- All have been previously established as valid with adjustments over time.
- The KSA Suite, Teams, and KSAP is completely in line with the foundational constructs that went before.

The KSA Suite Origins, Evidence, Derivatives

Pearman, Eichinger and Lombardo between them have created and taught a **legacy of tools:**

- The Leadership Architect 67 Competencies
- Diagnostics Placemats
- E-Coder (mapping previous models to the Lominger 67)
- FYI – For Your Improvement
- The You Book
- Learning Agility
- Voices -360
- Choices – Learning Agility
- Learning From Experience – Interviewing for Potential Interview Protocol

They generated a convergence of work with CCL:

- Michael Lombardo was lead Researcher at CCL, Roger Pearman was a contributing author, and Bob Eichinger was a leading practitioner at Pepsico & Pillsbury -- to the advisory group that contributed to the creation of **The Lessons Of Experience** (McCall, Morrison, Lombardo, 1988).
- Experience-tested the tenant of “experience is the best teacher” throughout Pearman and Eichinger’s work with 70/20/10/25 (CCL 1988; Morrison, White& Van Velsor, 1987; Lindsey, Homes, & McCall 1987).

Pearman and Eichinger have been keynote speakers and note authorities within events conducted by prestigious professional organizations such as:

- HPRS - HR People & Strategy (through to its strategic affiliation with SHRM)
- SHRM - The Society for Human Resource Management
- ATD - Association for Talent Development (ATD, formerly ASTD)
- SIOP - The Society for Industrial and Organizational Psychology
- MPPAW - Minnesota Professionals for Psychology Applied to Work
- And more...

Pearman and Eichinger have aligned and peer reviewed their work with science-based Longitudinal Leadership work in the field /foundational work and research derivatives such as:

- Bennis
- Campbell
- Campion
- Hogan
- Lawler
- McClelland and more

Normative Data

Normative data are data that characterize what is usual, or typical in a defined population at a specific point or period of time. The normative sample is the sample from which norms are obtained and consist of individuals from the reference population. Typically, norms are used as a comparative assessment value and benchmark in order to interpret the results (of a profile an individual being coached, etc.) in relation to the reference population.

In general, we look for Highest, Middles, and Lowest values – everybody’s got them! At TalentTelligent we cut our data into thirds – as we believe knowing what is high, middle, or low in a dataset can help us create meaning and achieve data that supports development by relative comparison. Relative comparison is a valuable process to push past bias or inflation of scores. By forced ranking of variables—typically presented as statements printed on cards, captures the concept that people think about ideas in relation to other ideas, rather than in isolation (Stephenson 1953, Brown 1993).

In the following charts you will see the following conventions used:

Means have been calculated per data set as the average or the most common value in a collection of numbers.

All data was collected from ratings within **360 Feedback Assessments** across all levels over the launch of the KSA Suite in 2018 through 2021. Data by individuals assessed using 360 Feedback is the N/Number. It’s important to remember that means by individual are derived from multi-raters (often as many as 9-12 raters by individual). Self-ratings are not included – as research proves again and again, Self is the least accurate assessor of Self (Lombardo & Eichinger 2004).

TalentTelligent Norm Sample Sizes used for the following charts are sizeable and provide high quality data.

KSAs of Leaders (KSAL): **24,323**
KSAs of Managers/Supervisors (KSAM): **42,578**
KSAs of Individual Contributors (KSAI): **103,951**
KSAs of Teams (KSAT): **Forthcoming**
KSAs of Potentials (KSAP): **535**

High = Higher skill rating/high supply (in the workforce)
Middle = Middle skill rating/medium supply (in the workforce)
Low = Lower skill rating/low supply (in the workforce)

The Knowledge Skills and Attributes of Leaders (KSAL)
Normative Data
2021
N = 24,323

Rank #	Leader Practices	Norm Mean	Skill or supply in workforce
1	Problem Analysis (24)	3.94	H
2	Critical Thinking (25)	3.94	H
3	Achievement Drive (2)	3.90	H
4	Transparency (12)	3.83	H
5	Resilience and Resourcefulness (5)	3.64	H
6	Showing Humility (9)	3.62	H
7	Technical and Functional Skills (32)	3.58	H
8	Managing Teams (21)	3.48	H
9	Task and Project Management (19)	3.47	H
10	Self-Management (1)	3.45	H
11	Engagement Management (18)	3.39	H
12	Self-Confidence (11)	3.35	H
13	Planning Skills (28)	3.32	M
14	Growth Mindset (8)	3.27	M
15	Motivating and Influencing (20)	3.10	M
16	Leading Change and Transitions (3)	3.03	M
17	Interpersonal Agility (14)	3.03	M
18	Developing Others (22)	2.95	M
19	Information Management (23)	2.95	M
20	Systems Thinking (29)	2.94	M
21	Personal Brand Management (6)	2.91	M
22	Reading and Understanding Individuals (13)	2.88	M
23	Demonstrating Presence (7)	2.78	M
24	Uncertainty and Ambiguity Management (4)	2.71	L
25	Political Savvy and Agility (16)	2.69	L
26	Using Humor (10)	2.68	L
27	Leveraging innovation (26)	2.54	L
28	Practicing Delegation (17)	2.49	L
29	Mindfulness Management (27)	2.46	L
30	Conflict Management and Agility (15)	2.43	L
31	Vision and Strategy Formulation (30)	2.38	L
32	Enterprise Insight (33)	2.36	L
33	Business and Commerce Savvy (31)	2.08	L
34	Global and Broad Perspective (35)	1.82	L
35	Marketing Savvy (34)	1.62	L

Highest Third, Middle Third, Lowest Third

The Knowledge Skills and Attributes of Managers (KSAM)
Normative Data
2021
N = 42,578

Rank #	Manager Practices	Norm Mean	Skill or supply in workforce
1	Solving Problems and Using Critical Thinking (19)	3.65	H
2	Assuring Delivery of Outcomes At or Above Expectations (23)	3.65	H
3	Creating Structures and Processes that Work Well (21)	3.64	H
4	Competing and Winning (2)	3.59	H
5	Facilitating Execution Plans (10)	3.58	H
6	Making Productive Decisions (20)	3.57	H
7	Relating and Managing Up (8)	3.57	H
8	Defining Roles and Responsibilities (11)	3.55	H
9	Managing Self (1)	3.52	H
10	Being Customer Centric (24)	3.49	H
11	Establishing and Communicating Enterprise Purpose (9)	3.46	M
12	Acquiring and Leveraging Technical and Functional Skills (14)	3.43	M
13	Showing Humility (5)	3.43	M
14	Developing and Using Performance Measures (12)	3.42	M
15	Effectively Using Resources (22)	3.42	M
16	Communicating Effectively and Respectfully (28)	3.42	M
17	Managing Team or Unit Operations and Processes (15)	3.35	M
18	Being Resilient and Resourceful (3)	3.34	M
19	Sourcing, Assessing, and Acquiring Talent (17)	3.33	M
20	Using Humor (6)	3.33	M
21	Creating Learning Agile Teams (30)	3.26	L
22	Creating and Maintaining an Engaging Mood and Tone (26)	3.25	L
23	Working Collaboratively (25)	3.24	L
24	Managing Teams or Unit Boundaries and Filtering Outside Noise (16)	3.23	L
25	Having a Growth Mindset (4)	3.16	L
26	Managing Mindfulness (7)	3.15	L
27	Effectively Managing Conflict (27)	3.11	L
28	Fostering Innovative Initiatives (29)	3.01	L
29	Maximizing Talent Deployment and Development (18)	2.99	L
30	Managing Individuals Differently (13)	2.97	L

Highest Third, Middle Third, Lowest Third

The Knowledge Skills and Attributes of Individual Contributors (KSAI)
Normative Data
2021
N = 103,951

Rank #	Individual Contributor Practices	Norm Mean	Skill or supply in workforce
1	Working Hard and Adding Value (13)	3.64	H
2	Engaging Interpersonally and Being Responsive (22)	3.59	H
3	Building and Applying Foundational Technical and Functional Skills (27)	3.59	H
4	Becoming Self Confident (6)	3.59	H
5	Solving Problems and Making Timely Decisions (11)	3.58	H
6	Using Time and Resources Efficiently (10)	3.57	H
7	Delivering Consistent High-Quality Results (14)	3.54	H
8	Being Organized, Conscientious, and Focused (4)	3.54	H
9	Understanding Goals, Tasks, and Plans (8)	3.54	H
10	Cultivating an Effective Self (1)	3.52	M
11	Understanding and Relating to Customers (20)	3.52	M
12	Informing Peers and Bosses (16)	3.48	M
13	Persevering (5)	3.48	M
14	Taking Initiative and Measured Risks (7)	3.47	M
15	Developing Resilience and Resourcefulness (2)	3.44	M
16	Setting Work Priorities (9)	3.31	M
17	Using Humor (3)	3.24	M
18	Supporting Innovation and Creativity (12)	3.22	M
19	Providing Support Where Needed (17)	3.14	L
20	Being Coachable and Managing Feedback (15)	3.11	L
21	Understanding the Larger Organization (23)	3.10	L
22	Collaborating (18)	3.02	L
23	Influencing Others (21)	3.01	L
24	Leveraging High Aspirations for Life-long Skill Building and Personal Growth (26)	3.01	L
25	Building and Applying a Personal and Enterprise Growth Mindset (25)	2.99	L
26	Managing Conflict (19)	2.94	L
27	Building Uncertainty and Ambiguity Management Skills (24)	2.79	L

Highest Third, Middle Third, Lowest Third

The Knowledge Skills and Attributes of High Potentials (KSAP)
Normative Data
2021
N = 535

This sample reflects individuals who organizations thought to be 'high potential' and were assessed. In this case, our term normative group, or norm group, refers to the sample of individuals assessed who are representative of the population for whom the assessment is intended. The following is data from "typical" subjects assessed—those who represents what organizations view as having potential to grow into roles or larger scope and responsibility.

Additional Information about the 2021 sample:

- 71% identified male, 28% female, 1% not identified
- More than 50% had been with their organizations longer than 10 years
- Age Ranges:

Rank #	Potential Markers/Drivers	Norm Mean	Skill or supply in workforce
1	Aspires to Greatness (1)	3.678	H
2	Learns New Jobs Quickly (2)	3.663	H
3	Seeks New Experiences (4)	3.589	H
4	Digests Systems (6)	3.498	H
5	Broadly views, optimistic (12)	3.497	M
6	Networks Agilely (8)	3.445	M
7	Takes Initiative (11)	3.385	M
8	Motivated by Challenges (9)	3.326	M
9	Always Embraces Change (3)	3.291	L
10	Sees past Mountains (10)	3.217	L
11	Seeks Variety (5)	3.198	L
12	Builds Self-Awareness (7)	3.196	L

Highest Third, Middle Third, Lowest Third

Rank #	Potential Practices	Norm Mean	Skill or supply in workforce
1	Achievement Driven (24)	3.583	H
2	Quick Learner (23)	3.574	H
3	Cognitive Processing Capacity and Speed (15)	3.483	H
4	Fluid Intelligence (16)	3.455	H
5	Self-Confidence (8)	3.441	H
6	Growth Mindset (20)	3.434	H
7	Systems Understanding (18)	3.417	H
8	Networking and Collaborating (14)	3.412	H
9	Conceptual Complexity (17)	3.401	H
10	Essence Detector (19)	3.399	M
11	Strong Aspirations (2)	3.385	M
12	Emotional and Stress Management (5)	3.377	M
13	Beginner's Mindset (25)	3.352	M
14	Adjustive, Adaptive, and Resilient (4)	3.329	M
15	Fostering Creativity and Innovation (22)	3.326	M
16	Challenge Seeking (9)	3.263	M
17	Takes Risks and the Initiative (6)	3.258	L
18	Global and Broad Vision and Perspective (21)	3.244	L
19	Uncertainty and Ambiguity Management (3)	3.208	L
20	Managing People Differentially (13)	3.182	L
21	Self-Awareness and Development (1)	3.105	L
22	Mindfulness Management (7)	3.068	L
23	Reading People, Groups, and Enterprises 910)	3.035	L
24	Motivating and Influencing (12)	3.021	L
25	Managing Conflict Productively (11)	2.995	L

Highest Third, Middle Third, Lowest Third

Developmental Difficulty

The KSA Suite Knowledge, Skills or Attributes (KSAs) to be successful at each level are not created equal. Some Practices are harder to develop than others.

Knowing developmental difficulty can be used in talent management:

- When working with an individual, a coach must consider how difficult it will be to get better at a weaker practice.
- When determining the best approach to development.
- When a talent acquisition/recruiter is prospecting for candidates against a job profile: looking at the profile developmental difficulty can also help us know how difficult or easy finding a person with the skill in the marketplace will be.

At TalentTelligent, Developmental difficulty (from easiest to hardest) has been identified at each library level (Diagnostic Side B).

KSAL LEADER PERFORMANCE BEHAVIOR LIBRARY™					
DEVELOPMENTAL DIFFICULTY					
How difficult would it be for an adult, who for whatever reasons has a shortfall in this practice to get better or very good at it. Difficulty has a number of variables. Some of them are: How much time would it take? What kind of resources would it require? Money? Coaches? Mentors? How probable is that someone would be successful at significant growth and development? Difficulty is determined by experience of coaches who have worked with many adults trying to improve these 35 practices. It is also driven by how complex the practice is.			How many pieces and parts are there in the practice. It is also driven by size — how big is the practice. Another determinant is the portion of the practice that is related to genetics and the operation of the brain versus coming from nurture and development. The last determinant is the availability of people in the organization who can contribute advice and counsel about getting better at the practice — the more difficult the practice, the fewer guides and orienteers there will be.		
DIFFICULTY	EASIEST	EASIER	MODERATE	HARDER	HARDEST
A. Leading Myself	6. PBM = Personal Brand Management 12. TR = Transparency	2. AD = Achievement Drive 5. RR = Resilience and Resourcefulness 9. SH = Showing Humility 11. SC = Self Confidence	7. DP = Demonstrating Presence 8. GM = Growth Mindset 10. UH = Using Humor	1. SM = Self Management	3. CTM = Change and Transition Management 4. UAC = Uncertainty and Ambiguity Management
B. Leading People	19. TPM = Task and Project Management	17. PD = Practicing Delegation	20. MI = Motivating and Influencing	13. RIU = Reading and Understanding People 14. IA = Interpersonal Agility 18. EM = Engagement Management 21. MT = Managing Teams	15. CMA = Conflict Management and Agility 16. PSA = Political Savvy and Agility 22. DO = Developing Others
C. Managing My Thinking	23. IM = Information Management 24. PA = Problem Analysis 28. PS = Planning Skills		25. CT = Critical Thinking	27. MM = Mindfulness Management	26. LI = Leveraging Innovation 29. ST = Systems Thinking
D. Applying Knowledge and Experience	32. TFS = Technical and Functional Skills	31. BCS = Business and Commerce Savvy 34. MS = Marketing Savvy	33. EI = Enterprise Insight 35. GBP = Global and Broad Perspective	30. VSF = Vision and Strategy Formulation	

Leadership Example (KSAL)

To determine the difficulty ratings, we used a consortium of thought leaders and psychologists to apply a rubric and consider the variables that make each easier or difficult to develop. Considerations included:

- How long would the Practice take to develop?
- How many resources will be needed (mentors, money, bosses, role models, coaches)?
- What are the chances of success?
- How many Practices can an individual work on at the same time?

The consortium then coded each Practice within the leveled suite against six essential variables of difficulty.

1. **Skills** – What kind of know-how is needed for the skill? How extensive and complex is the body of knowledge necessary in order to do the Practice well? Is there a lot to know? A little? Are there many, many textbooks on the subject involved in the skill? The more there is involved, the harder the Practice is to develop.

An example from The KSAL (Leader) library:
 - **Vision and Strategy Formulation (30)** is more involved and **harder** to become proficient at because of the complex wealth of information needed.
 - Compared to **Planning Skills (28)** where the method and data needed is less involved making it **easier** to develop.
2. **Experience and Exposure**– How much experience is needed before the skill can be performed well? If you've ever seen a toddler handily work your phone or an iPad program, you know some things don't take much experience while other things in work take practice.
 - **Leveraging Innovation (26)** takes more experience to become good at – and **harder** to come by.
 - Compared to **Achievement Drive (2)** where the level of desire, effort and commitment given to individual goals may be present without experience, making it **easier** to develop.
3. **Beliefs** – are an idea that an individual holds as being true. Here, the extent to performing the Practice well may depend on attitudes, values, opinions, and beliefs which makes the skill more difficult to develop. A belief can come from different sources, including: a person's own experiences or upbringing.
 - **Demonstrating Presence (7)** is supported by and is dependent on a personal belief system– and **harder** to develop.
 - Compared to **Task and Project Management (19)** where belief systems play out less often, making it **easier** to develop.
4. **Cognitive Power** – the amount of raw intellectual capabilities and complex parallel processing are needed to perform the Practice. The more intellect and cognitive complexity, the more difficult it is to develop.
 - **Critical Thinking (25)** is supported by and is dependent on cognitive power– and therefore **harder** to develop.
 - Compared to **Resilience and Resourcefulness (5)** cognitive power is less in play, making it **easier** to develop.
5. **Emotions** – emotions describe physiological states, are generated subconsciously and typically involve, engage, or trigger emotions in self or

others. Any time a Practice involves things like, fear, tension, anxiety, pain, this elicits an emotional response that makes certain Practices more difficult to develop.

- **Uncertainty and Ambiguity Comfort (4)** is supported by and is dependent on emotions management– and therefore **harder** to develop.
- Compared to **Technical and Functional Skills (32)** where emotions are less triggered, making it **easier** to develop.

6. **Hardwiring** – The elements we see in human behavior with lesser variability because it is inheritable, genetically determined, or inborn (less malleable) are hardwiring types of characteristics. This connection to human nature (of the nature/nurture research) makes something more difficult to develop.

- **Growth Mindset (8)** is more dependent on an individual's natural attributional or innate predisposition– and therefore **harder** to develop.
- Compared to **Practicing Delegation (17)** a skill that wouldn't call upon a predisposition, or hardwired trait, making it **easier** to develop.

Example.

Here's a look into the expert coding that was completed to determine developmental difficulty and subsequently, peer reviewed. The following chart represents proprietary intellectual property behind the Leadership examples of developmental difficulty noted above.

All data included in every Diagnostic Side B, is a result of this analytical process.

	Difficulty	Skill	Experience & Exposure	Beliefs	Cognitive Power	Emotions	Hardwired
Achievement Drive (2)	Easier	1	1	2	2	2	4
Uncertainty and Ambiguity Comfort (4)	Hardest	5	5	5	5	5	5
Resilience and Resourcefulness (5)	Easier	3	1	2	2	4	3
Demonstrating Presence (7)	Moderate	2	3	5	2	4	4
Growth Mindset (8)	Moderate	3	2	5	1	4	5
Practicing Delegation (17)	Easier	2	2	4	2	3	2
Task and Project Management (19)	Easiest	2	3	1	2	1	2
Motivating and Influencing (20)	Moderate	3	3	4	3	4	3
Critical Thinking (25)	Moderate	4	2	3	5	3	5
Leveraging Innovation (26)	Hardest	4	5	3	5	5	4
Planning Skills (28)	Easiest	2	2	1	3	1	2
Vision and Strategy Formulation (30)	Harder	5	5	2	5	2	4
Technical and Functional Skills (32)	Easiest	4	1	1	3	1	2

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