

## Chapter 1 : 5 Biases in Decision Making - Part 2

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Editorial reviews Publisher Synopsis The book looks like a great read. I think all the areas covered are significant for success in this crazy job. This could become my new text! Robert Perdeams, principal, Osseo Senior High School, Minnesota I think that this book has been able to give a real comprehensive view of what it takes to manage a successful Principalship. I particularly like the portion where the book emphasizes planning. The planning and development of a framework for leading staff is essential to providing staff with a road map for school success. The historical perspective plus the practicality of useful research, are special highlights offering a unique perspective to the training of prospective principals and assisting experienced administrators keep current in the field He captures the essence of effective principalship and offers sound direction and process for leading schools forward. It is a solid and practical resource for any and all school principals. E I find the organization of the book of great interest, as the process of explaining the changing role of the school principal moves into the research base of effective school principals. The skills of effective principals are then presented and the focus is on how principals can put into practice the skills needed to become a modern, effective principal. I strongly feel that the external demands faced by school principals is greatly increasing. This pressure requires that we continue to examine the role of the school principal in a very fast paced era of change and increasing desire for accountability. I especially like the focus on planning and goal setting, and the focus on continuous professional development being especially pertinent to principals. I feel this would be a worthwhile book, both for current and aspiring principals. The relevancy of the book was apparent in the first chapter. I think this book would assist day-to-day administrators and those aspiring to go into administration to know what is ahead. The most relevant part of the book for me was the structure in Part II of how, what and why supported by examples. As I have journeyed through my career I have always sought examples to help save time, jump-start the process and set the vision of our tasks. This is a much needed resource to support administrators. The historical perspective plus the practicality of useful research, are special highlights offering a unique perspective to the training of prospective principals and assisting experienced administrators keep current in the field. Add a review and share your thoughts with other readers.

*The action-oriented principal of the twenty-first century is being called upon to respond to these and other external pressures. They often become mired in the arbitration of problems caused by the divergent values, beliefs, and opinions of those many stakeholders in the educational process.*

**People-oriented** Those who are people-oriented show a strong concern for others and their feelings. They will seek to understand the life stories of others and use storying themselves as a means of understanding. They will focus on emotions, be empathetic and use appeal to emotion in their arguments. They may seem vulnerable and will use this to show that they are harmless. This can impair their sense of judgement and ability to discriminate. They may associate so strongly with others they do not see limitations and faults, and may be drawn into unwise relationships. They also may be seen as intrusive when they seek to connect with others who are not so relationship-oriented.

**Content-oriented** People who are content-oriented are interested more in what is said rather than who is saying it or what they are feeling. They assess people more by how credible they are and will seek to test expertise and truthfulness. They focus on facts and evidence and happily probe into detail. They are cautious in their assessment, seeking to understand cause-and-effect and sound proof before accepting anything as true. They look for both pros and cons in arguments and seek solid logical argument.

**Action-oriented** Action-Oriented listeners focus on are interested first on what will be done, what actions will happen, when and who will do them. They like clear, crisp descriptions and answers that are grounded in concrete reality. They like structure, bullet-points and numbered action items. They can be impatient and hurry speakers towards conclusions. They may also be critical of people who start with the big picture and talk in ideas or concepts. This can lead them to appear overly concerned with control and less with the well-being of other people.

**Time-oriented** People who are time-oriented have their eyes constantly on the clock. They organize their day into neat compartments and will allocate time for listening, though will be very concerned if such sessions over-run. They manage this time focus by talking about time available and seeking short answers which are to the point. This may constrain and annoy people who are focused first on people elements and want to take as long as is needed. See also Barker, L. Englewood Cliffs, New Jersey: Prentice Hall Watson, K.

*Being Action-Oriented is the capability most often associated with agility and resiliency. These concepts behind this capability imply action, but two others - Being Purposeful and Being Aware - strongly suggest that action must always be directed from a clear sense of purpose and an accurate assessment of what is happening in the environment.*

Time Management good habits , Time Management This is a wonderful time to be alive. There have never been more possibilities and opportunities for you to become action oriented and achieve more of your goals than ever. In fact, there are so many good things that you can do that your time management skills and ability to decide among them may be the critical determinant of what you accomplish in life. If you are like most people today, you are overwhelmed with too much to do and too little time. As you struggle to get caught up, new tasks and responsibilities just keep rolling in, like the waves of the ocean! Because of this, you will never be able to do everything you have to do. You will never be caught up. You will always be behind in some of your tasks and responsibilities, and probably in many of them. Your ability to select your most important task at each moment, get started on that task and to get it done both quickly and well, will probably have more of an impact on your success than any other quality or skill you can develop. An average person who develops the habit of being action oriented and getting important tasks completed quickly will run circles around a genius who talks a lot and makes wonderful plans but who gets very little done. Develop Good Habits of Success and Become Action Oriented Your success in life and work will be determined by the kinds of habits that you develop over time. The habit of setting priorities, overcoming procrastination, being action-oriented and getting on with your most important task is a mental and physical skill. As such, this habit is learnable through practice and repetition, over and over again, until it locks into your subconscious mind and becomes a permanent part of your behavior. Once it becomes a habit, it becomes both automatic and easy to do. Through time management the habit of and starting and completing important tasks has an immediate and continuous payoff. You are designed mentally and emotionally in such a way that task completion gives you a positive feeling. It makes you happy. It makes you feel like a winner. Whenever you complete a task, of any size or importance, you feel a surge of energy, enthusiasm, and self-esteem. The more important the completed task, the happier, more confident and powerful you feel about yourself and your world. Important task completion triggers the release of endorphins in your brain. They are all learnable. They are decision, discipline, and determination. First, make a decision to develop the habit of becoming action oriented. Second, discipline yourself to practice the principles you are about to learn over and over until they become automatic. And third, back everything you do with determination until the habit is locked in and becomes a permanent part of your personality. Visualize Yourself As You Want to Be There is a special way that you can accelerate your progress toward becoming the highly productive, effective, action-oriented, efficient person that you want to be. It consists of your thinking continually about the rewards and benefits of being an action-oriented, fast-moving, and focused person. See yourself as the kind of person who gets important jobs done quickly and well on a consistent basis through effective time management. Your mental picture of yourself has a powerful effect on your behavior. Visualize yourself as the person you intend to be in the future. Your self-image, the way you see yourself on the inside, largely determines your performance on the outside. All improvement in your outer life begins with improvements in your mental pictures, on the inside. You have a virtually unlimited ability to learn and develop new skills, habits, and abilities. When you train yourself, through repetition and practice, to overcome procrastination and get your most important tasks completed quickly, you will move onto the fast track in your life and career and step on the accelerator. Thank you for reading this article on time management and good habits. Please share and comment below. Do you want to learn how to develop excellent habits? Summary How to Become Action Oriented: Time Management Tip 27 Description Being action oriented is one of the most important time management concepts.

**Chapter 4 : Creating an Action Oriented Workforce The Simple**

*action-oriented approach, student self-assessment, the use of "can-do" statements, and the development of language skills that are relevant to authentic situations. The CEFR.*

We are overconfident in our ability to influence events. We disregard the impact of chance occurrences. How to spot it: Speaking with certainty and confidence is rewarded. Making plans as if the environment was static and unchanging. How to overcome it: Map out the risks, uncertainties, and unknowns. Consider a variety of outcomes: While still in the decision-making phase, embrace uncertainty and encourage dissent. Self-Interest Bias Incentives that reward the wrong behavior; conflicting incentives. Silo thinkingâ€”not considering the big picture or other stakeholders. People are motivated to obtain a favorable outcome for themselves or their unit, at the expense of the organization as a whole. Different people view the same company goals differently because of their unique role or expertise. Conflict around the correct course of action, though intentions and the desired end result may be similar. Competing interests will always existâ€”discuss them explicitly and openly. Define the criteria for decision-making up front and stick to itâ€”this lessens the influence of creative debating later on. Build a diverse decision-making team so the interests of one group do not dominate the process. We give more weight to recent events. We pay more attention to highly memorable events. Confirmation bias â€” once we have formulated a theory, we pay more attention to items that support it and ignore evidence that disproves it. Analogies, comparisons, or examples are used to justify a decision. A compelling story is told in an attempt to persuade and influence. Drawing a comparison to a situation that is not quite analogous. Look at the facts and evidence from a different perspective. Brainstorm alternative explanations and theories. Encourage out-of-the-box thinking, reframing, role reversal. Social Harmony Bias The influence of office politics. We support our own group; we support our leader. Groupthinkâ€”we strive to reach consensus. Expectation to conform ; reward for agreement and support. Everyone readily agrees; little to no conflict. People talk about what the leader thinks and wants rather than discussing facts and alternatives. The leader speaks first and makes their views and opinions known. There is a perception that the leader is unlikely to change their mind and not open to debate and suggestions. Build a diverse decision-making team: Foster an environment of trust. Make sure conflict is task-oriented. Disagree with ideas and course of action, not people. Leaders need to see themselves not as the decision-makers, but as the facilitators of a decision-making process. Stability Bias What it is: We are comfortable with the status quo, especially when there is no pressure to change. Anchoring biasâ€”the first idea or the current state influences the final outcome more so than is logical. Loss aversionâ€”avoiding risk, cost, and loss to a much higher degree than rewarding innovation, gain, and profit. Sunk-cost fallacyâ€” holding on to a losing strategy or an outdated method because so much time and effort was spent on it in the past. Business-as-usual attitude despite changing conditions. Budgets look the same, year after year at least proportionally, if not exactly. Start with a blank slate. Decrease budgets to identify true necessities. Get an outside opinion from someone unacquainted with the history. Do the mathâ€”calculate potential losses and gains.

**Chapter 5 : Time Management: How You Can Become Action Oriented**

*2. The principle of action-oriented learning In spite of all progress made in trying to introduce competence-based learning into the various levels of training and further education, conceptually there remains one problem that has been.*

This book approaches administration through effective school research and practice, national association standards and practices, and involving the total school community in strategic planning. Recensie s The book looks like a great read. I think all the areas covered are significant for success in this crazy job. This could become my new text! Robert Perdeams, principal, Osseo Senior High School, Minnesota I think that this book has been able to give a real comprehensive view of what it takes to manage a successful Principalship. I particularly like the portion where the book emphasizes planning. The planning and development of a framework for leading staff is essential to providing staff with a road map for school success. The historical perspective plus the practicality of useful research, are special highlights offering a unique perspective to the training of prospective principals and assisting experienced administrators keep current in the field He captures the essence of effective principalship and offers sound direction and process for leading schools forward. It is a solid and practical resource for any and all school principals. E I find the organization of the book of great interest, as the process of explaining the changing role of the school principal moves into the research base of effective school principals. The skills of effective principals are then presented and the focus is on how principals can put into practice the skills needed to become a modern, effective principal. I strongly feel that the external demands faced by school principals is greatly increasing. This pressure requires that we continue to examine the role of the school principal in a very fast paced era of change and increasing desire for accountability. I especially like the focus on planning and goal setting, and the focus on continuous professional development being especially pertinent to principals. I feel this would be a worthwhile book, both for current and aspiring principals. The relevancy of the book was apparent in the first chapter. I think this book would assist day-to-day administrators and those aspiring to go into administration to know what is ahead. The most relevant part of the book for me was the structure in Part II of how, what and why supported by examples. As I have journeyed through my career I have always sought examples to help save time, jump-start the process and set the vision of our tasks. This is a much needed resource to support administrators. The historical perspective plus the practicality of useful research, are special highlights offering a unique perspective to the training of prospective principals and assisting experienced administrators keep current in the field.

**Chapter 6 : The action-oriented approach | The English Project**

*Action-Oriented Leadership: Leadership Principles Soft skills are HARD! And they are CRITICAL to your success as a project manager! This course is designed to address challenges and issues facing project managers.*

These concepts behind this capability imply action, but two others – “Being Purposeful and Being Aware” – strongly suggest that action must always be directed from a clear sense of purpose and an accurate assessment of what is happening in the environment. Our research indicates that being open to change at all levels is essential for High AR. Just as clearly, it shows that higher performing organizations see change as posing opportunities and they instigate change to create advantage, as Figure 6. Research is confirming the linkage between organization values, beliefs and strategy and the performance benefits of that linkage. Organizations that act in ways consistent with their sense of purpose and identity simply perform better. Supporting active learning and knowledge management that identifies major challenges. Those efforts should produce a clear appreciation of the major knowledge challenges facing the organization. Assuming they do so, the goal from an action perspective is to acquire the essential knowledge, competencies and skills demanded, and then marshal and apply those resources. Fostering an aggressive goal orientation and opportunistic posture that meets those challenges. It is not simply action to support strategy and accomplish business goals but to build capabilities. Adopting an adaptive design mindset which focuses on combining and recombining capabilities as conditions change. Similarly, the capabilities that count in a turbulent environment are the dynamic ones – those that can take on new forms and applications as conditions change. However, change is always grounded and guided by purpose. Strategically managing internal and external boundaries. If everything is a flow of processes, then how is structure, which is needed to support and sustain action, created? Structure is created through boundary management processes that initiate, support or end relationships i. Boundary management is a fundamental cognitive process that all humans engage in as part of their normal sensemaking, and we advocate doing it more consciously and thoughtfully than is normally done. The number and kinds of interdependencies present in a situation directly impact turbulence – how rapid and disruptive change gets generated and transmitted through an environment to the systems in it. The goal is to realize the benefits of those relationships with others while managing any and all risks associated with them. Being Action-Oriented as an Individual Confidently and competently taking initiative Being Action-Oriented at an individual level means first building the right competencies and skills needed to meet any situation. With that capacity, an individual can act with confidence and competence, not with fear of the unknown or a sense of being totally overwhelmed. It is the difference between being able to seize a sudden opportunity before others can do so and surviving an unavoidable setback better than others. This capacity is as much a mental mindset as it is practical skills, and an action-oriented mindset linked with solid skills is a formidable combination! An open mind means being open to change. Accept the need for continuous learning and building on what you know. That is the basic message of embracing change, since Being Action-Oriented means that learning and knowledge acquisition are directed at specific gaps you need to fill in in order to meet future conditions that may be even more turbulent. Recommendations for Being Action-Oriented as an Individual Get ahead of those conditions by recognizing knowledge gaps and creating learning goals directed at competencies and skills. The learning and knowledge needed may come from formal education degrees, but just as likely not. Instead, learning and knowledge acquisition goals may also be met through developmental experiences, stretch assignments, and mentoring relationships. In a hyper-connected world, question your relationships in terms of how much they add actual value to what you want to do now and what you may want to do in the foreseeable future, versus how much they create unacceptable costs and risks. Boundary management in a social media-saturated world is one of those valuable skills you need to acquire to prevent information overload, wasted time, resources and effort. Being Action-Oriented as a Team Engaging in group based problem solving, decision making and effective project management Believe in the value of teams. Simply said, but many companies do not enable teams to be as effective as they can and need to be. This means rewarding and supporting teams with the resources and development opportunities needed to assure their effectiveness. Agile

and resilient individuals are essential, but teams are temporary and permanent -- are the basic way for accomplishing goals in most organizations. High AR teams are more than the sum of individual member skills and actions. When developed well, teams are capable of impactful accomplishments that advance strategy. For impact, teams need to know how team members contribute best through their own individual competencies and skills, but also how individual members interact to create synergy through their collective competencies and skills. There are team level competencies and skills that need development, including those normally associated with teams -- problem solving, decision making, conflict management, etc. The key question is whether these will operate under exceptionally uncertain, stressful conditions brought on by turbulence. That requires a higher order of team development, extraordinary collaborative effort within the team, and testing in crisis situations where quick, decisive action is necessary. Membership changes are inevitable, of course, and teams need to get good at cross-training to avoid gaps and at integrating new members. Create a candid, open dialogue within the team about whether individual team member competencies and skills are the right ones -- and how well they are being used, particularly for extreme conditions. Create opportunities for members to develop their ability to participate, and if found lacking then make the tough decisions about team composition before difficult, high-stake situations reveal those flaws. That is, periodically assess the overall alignment or fit of competencies and skills within your teams, keeping those lurking extreme situations in mind. Will your teams be able to cope? Believing in teams means integrating them into key decision making processes and linking them into other flows within the company in routine, structured ways. If they are permanent standing teams, then recognize them. Show them on the organization chart if you use one. Being Action-Oriented as an Organization Adopting an adaptive design mindset for applying capabilities and managing boundaries effectively Expecting a company with tens of thousands, if not hundreds of thousands members, to be fully action-oriented may be rather optimistic. However, there are many examples of those that are precisely that. They are the ones known for disrupting their industries through new products and services that result from continuous innovation. They can take a hit when their industry suffers a serious setback, like some firms in the financial services, automotive or airline industries, and quickly rebound to even higher performance levels while others suffer. We believe that these companies have become very good at identifying those aspects of their operations that really drive performance and relentlessly focus upon these as targets for development. They recognize their distinctive capabilities, especially those associated with High AR, and sharpen them. As an entire organization, they invest in developing processes and technologies that link units and enable them to act with sufficient scale to meet a challenge. Structure is helpful but secondary in importance to creating and bundling key capabilities to support strategy, and those capability configurations are changed as strategies and conditions change. In short, it means the company stays agile and resilient. An action-oriented, adaptive design mindset means getting good at strategic boundary management. Relationships that create interdependencies are examined and questioned in terms the value they create relative to the costs and risks associated with maintaining them. High value relationships are nurtured and sustained, while lower value and high risk relationships are not. The goal is to maximize relationships that support action while minimizing those that may transmit undesirable disruptions. Being Purposeful and Being Aware are the basis for action and determine whether you are able to seize an opportunity, avoid a collision, or minimize damage. Design HR practices that select, develop and reward action-oriented individuals and teams. Encourage those practices at all levels of the organization. Build communication systems and other technologies that support effective collective action at the right places in the organization to best meet a challenge. Recognize that multiple initiatives are probably underway and that you need to have a command and control capacity for monitoring them. The emphasis is on combining and then recombining in new ways to meet unexpected challenges. Accept the idea of strategic boundary management as a key element in enterprise risk management ERM. It is not enough to recognize risks -- you need to manage them. By acting with other organizations and groups with which it is interdependent, an organization benefits from the added scale and scope, pooling of knowledge and resources, and most importantly, from more predictable, less threatening change. It creates greater defensible space. Being Action-Oriented at an ecosystem level is therefore focused on building the competencies and skills needed for collaborative action across often diverse and dispersed sets of

organizations and groups. Ecosystem level collaboration may be difficult to achieve, but many companies do this routinely through memberships in chambers of commerce and trade associations. Some companies are getting very good at it; they are expanding their partnerships and will continue to improve with experience. Consortia and alliances, joint-ventures, loose federations of diverse groups and institutional memberships in such entities as the Federal Reserve System, World Bank and the World Business Council for Sustainable Development are all examples of shared governance and collaboration around shared issues. Global supply chains are another. To work effectively, these collaborative initiatives require two essential things: Despite an explosion of partnerships in recent years, the interventions available for building collaborative action are not well developed but are moving forward with some urgency. Recommendations for Being Action-Oriented as an Ecosystem Accept the basic idea that it is very often better to go it together rather than alone. Study as many examples as possible of both successful and ineffective collaborative action. These may be found in the business press and in the management literature on partnerships and alliances. Then develop the competencies and skills for successful collaboration at all levels, particularly how to manage differences and execute large-scale projects that are widely dispersed. Build and improve the relationships among the various actors that would be involved. Test those relationships well ahead of when needed to identify weaknesses and establish trust. Engage in strategic boundary management to assure collective capacity and extend the number of actors involved with manageable risks. Invest in shared processes and systems that will facilitate collaborative action. This may mean paying dues and fees for sustaining specialized services and entities that share knowledge and support communications among participating members.

### Chapter 7 : Listening styles

*When principals described their assessment, they noted that evaluation was a " yearlong, " " ongoing, " and a " continuous process " that included formal (evaluation conferences, rubrics, etc.*