

Leadership Effectiveness Feedback Report

Sample User
3/24/2010 6:25:54 AM

Introduction

The Leadership Effectiveness Feedback Report consists of six components, which are described below.

1. Overall Summary

The summary results chart provides a quick visual representation of your scores in the eight competencies that make up the Leadership Effectiveness profile. The areas to concentrate on are those scores above 4.0 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

2. Category Descriptions

There are three sections for each of the eight competencies. The first of these three sections explains the competency, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 96. It also identifies which competency each question is from.

4. Course and Reading Suggestions

Development suggestions for the two lowest scoring competencies, including specific recommendations regarding training courses and books that will provide useful information on the topic are included.

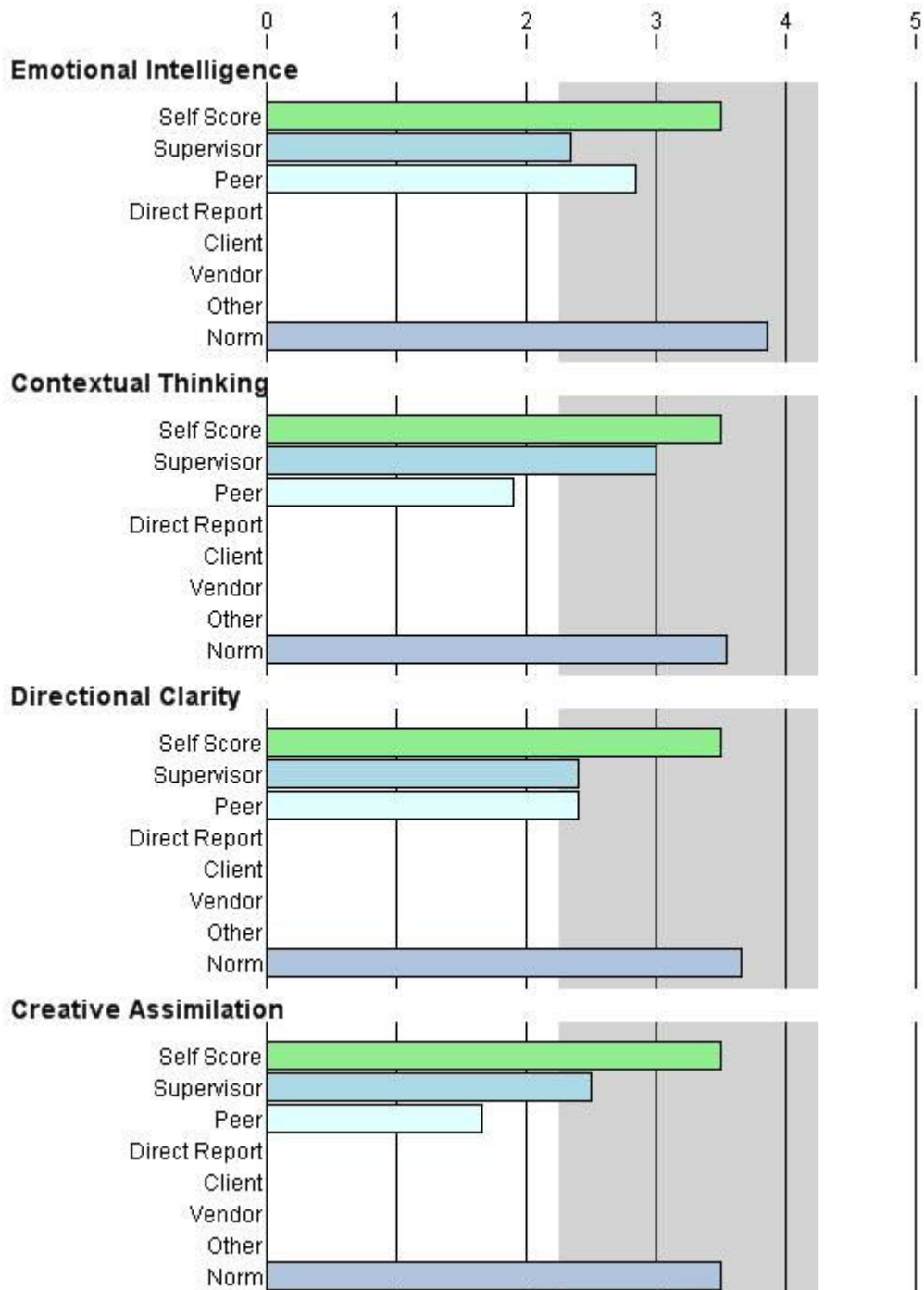
5. Development Plan

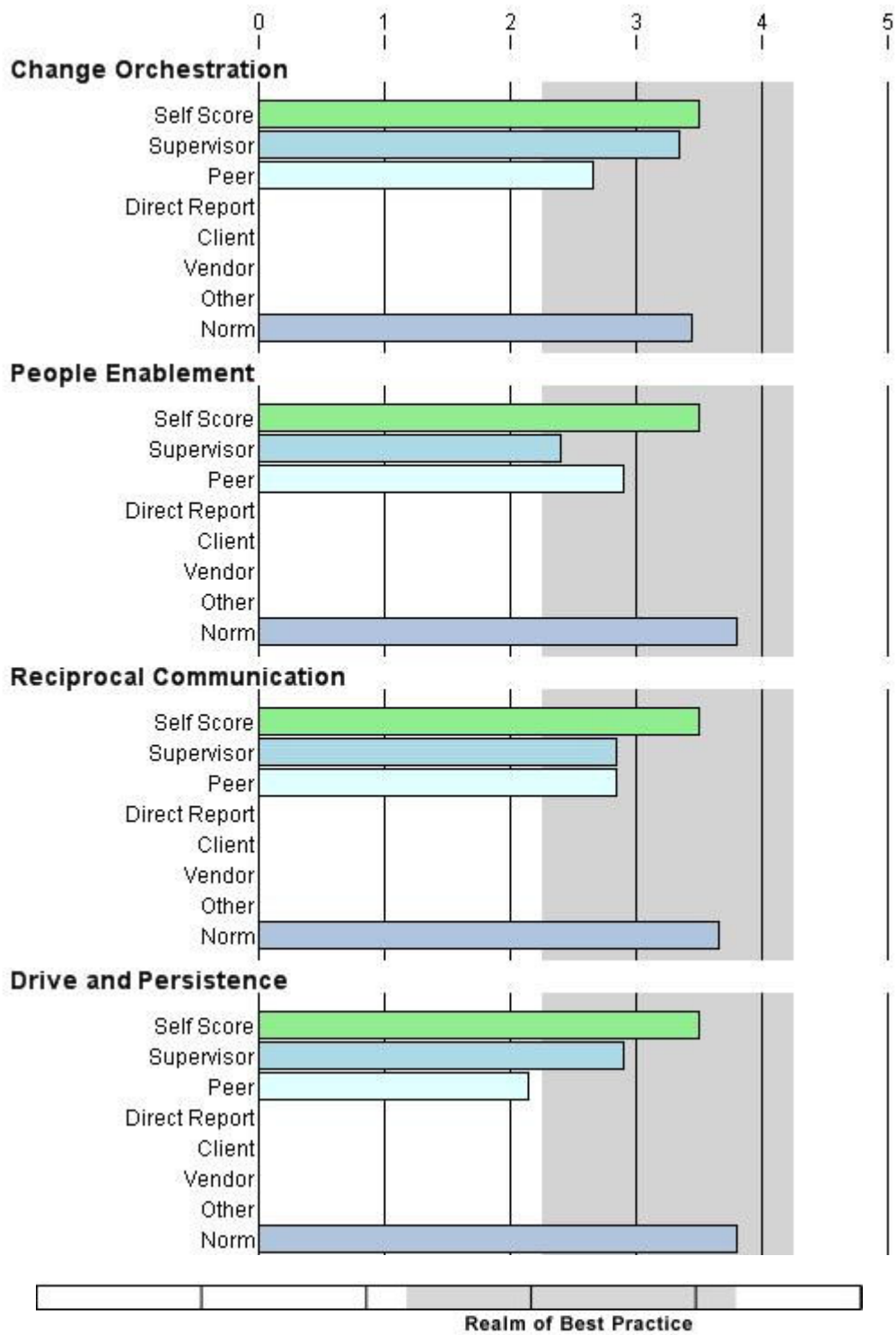
The development plan lists questions with the five lowest scores from the assessment and puts them into a one-page template. Individuals can use this template to record the specific actions they plan to take over the next twelve months based on the general guidance offered in their feedback report and the coaching tips.

6. Coaching Tips

Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.

OVERALL SUMMARY



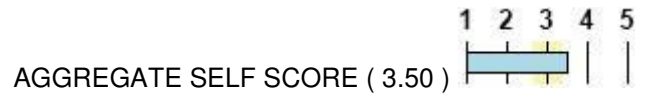


Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

Leadership Effectiveness Profile

EMOTIONAL INTELLIGENCE

This section on Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"



Interpretation

LOW (less than 2.75)

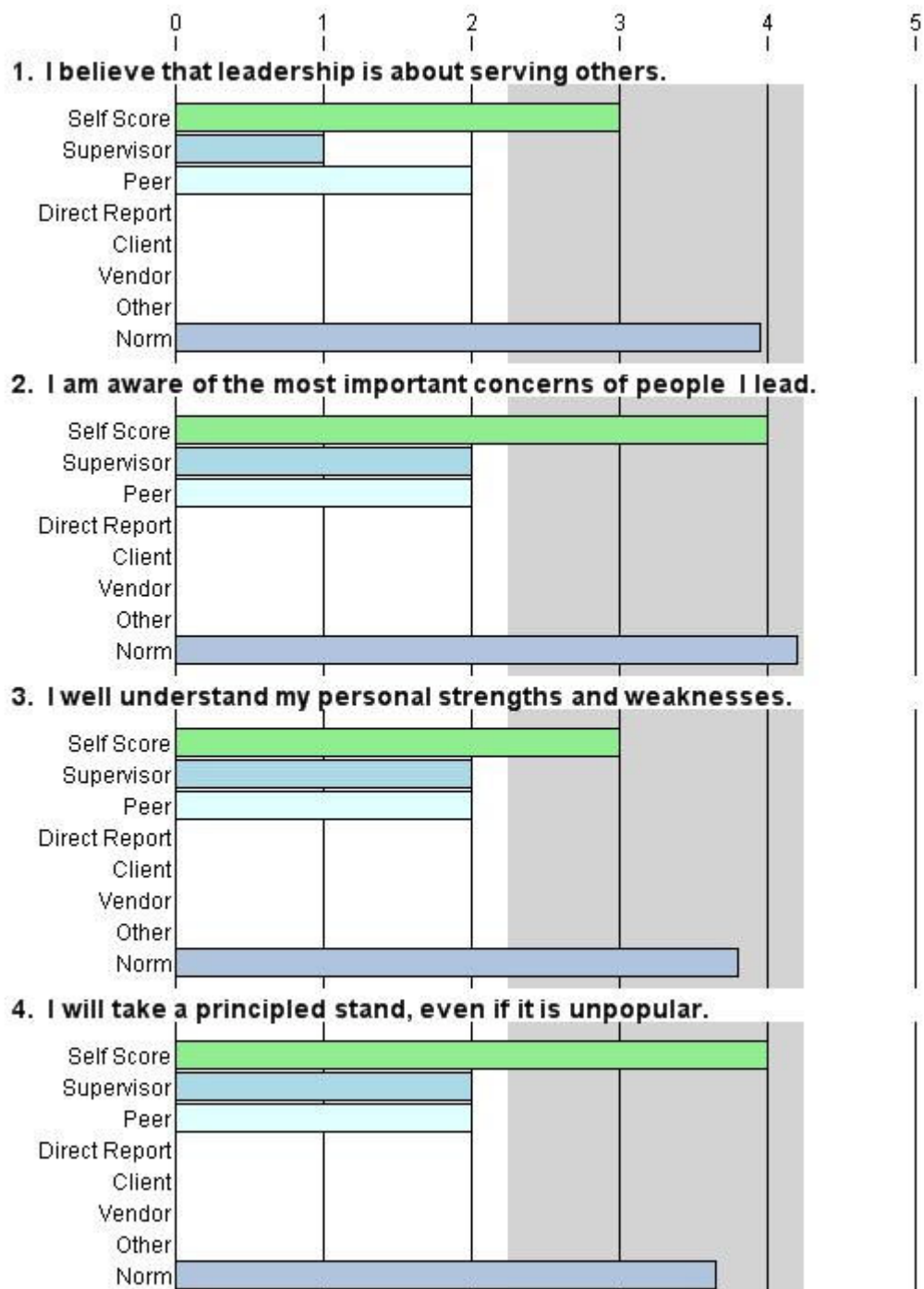
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will almost entirely seek to separate feelings and emotions from the "task" of leadership. People with relatively low levels of emotional intelligence are likely to avoid taking on a leadership role at all. However, if they do, they prefer to manage systems or resources in preference to managing people directly.

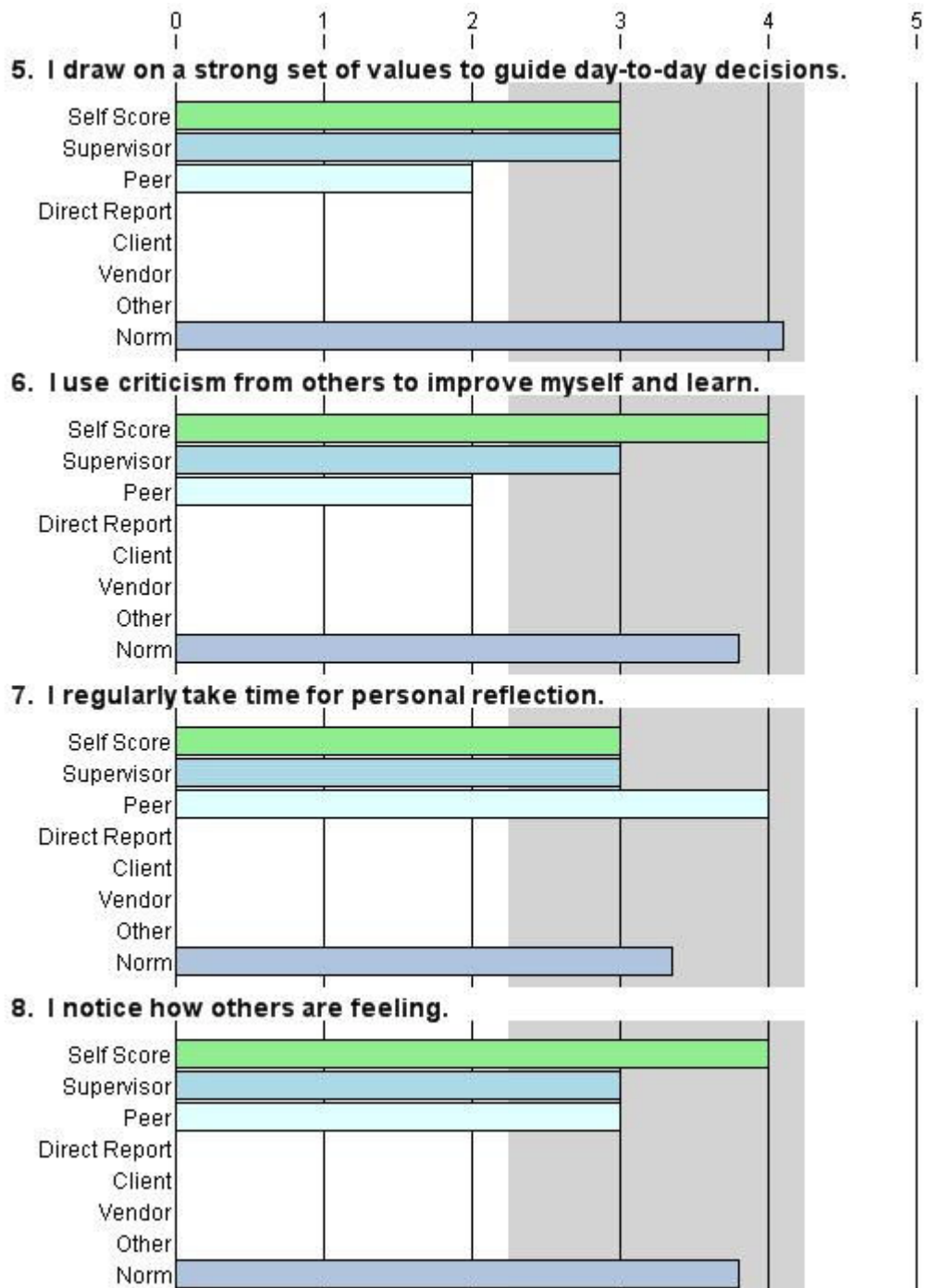
A low score indicates that you lead others by "the book" rather than by relying on your own judgment or intuition. When you find yourself in a leadership position, you will often try to lead from the front or adopt a "command and control" style without the support of others.

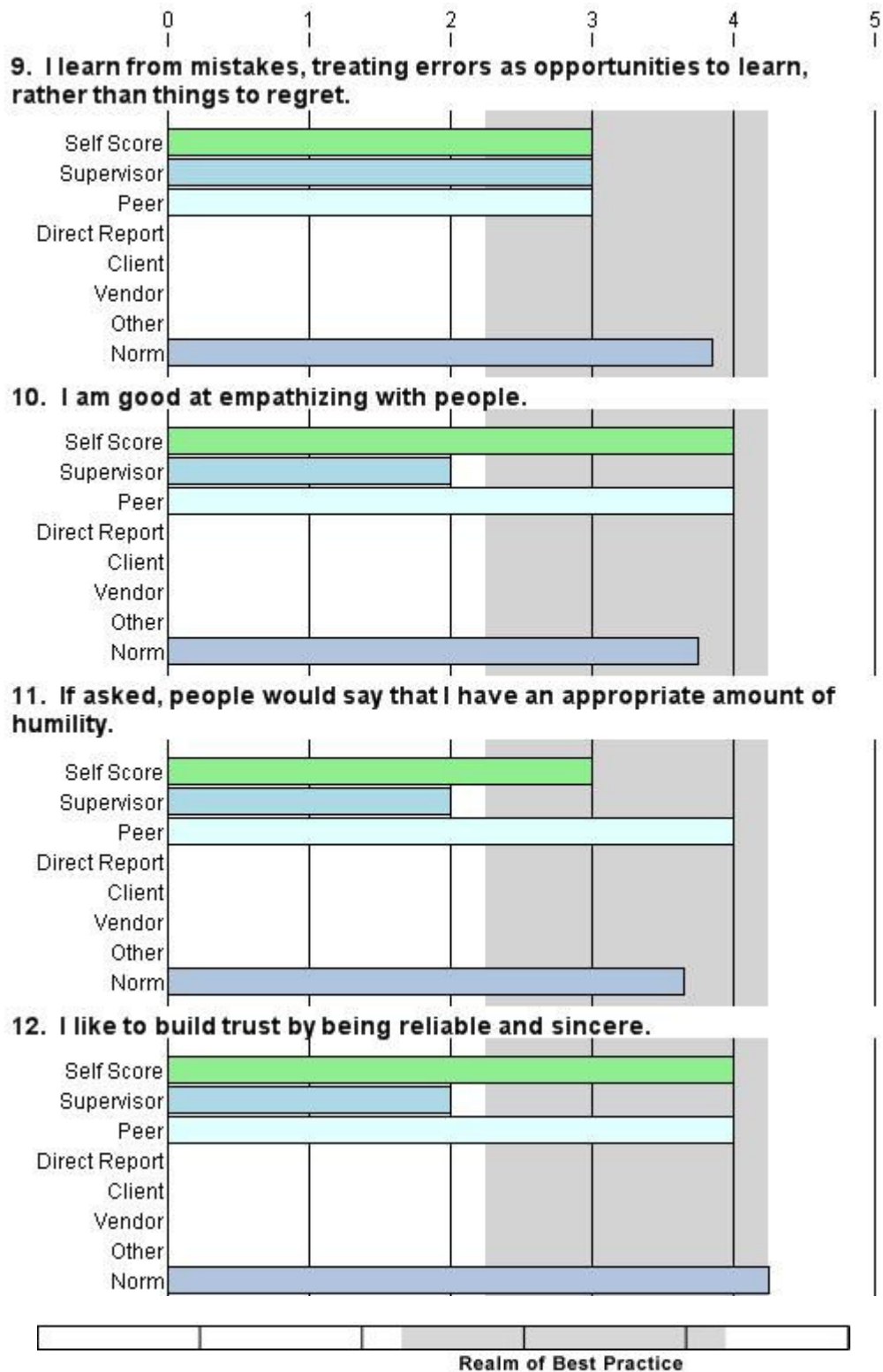
HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are someone who reflects regularly and deeply on what good leadership might be in terms of your own perception of yourself, as well as your perceptions of others. You are also likely to think about how you can continue to make helpful interventions by using a strong set of personal values and beliefs.

A high score indicates that you listen to people carefully and calmly before seeing a particular leadership role (if it is deemed to be appropriate at all). You tend to try to create a trusting and sincere climate in which good decisions can come from anyone with the best ideas.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"

Suggestions for Overall Improvement

The low scorer needs to think much more deeply about their own personal style and way of operating, and recognize that it can always be improved or adjusted to suit the styles or responses of people who are very different. Being self-critical and recognizing your own shortfalls is no easy task; it will require a sustained effort and lots of support and constructive feedback from others.

Way to Strengthen or Improve Emotional Intelligence

- Think deeply about your own personal values, and share them with your colleagues.
- Gather the opinions or views of people around you (your supervisor, peers, and team members).
- Take time to quietly reflect on how you are perceived, and how you personally feel about the feedback.
- Use the feedback to plan how you might modify your behavior (building on the positives and lessening or eliminating the negatives).
- Think about what you might be able to do to work with your fellow colleagues and team members more effectively.

CONTEXTUAL THINKING

This section on Contextual Thinking looks at the extent to which you put specific events, tasks, and actions into a wider perspective or pattern. It asks the question: "How effectively do you connect related and unrelated information in order to make sense out of what you experience?"



Interpretation

LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you often miss the connections between occurrences or events, and tend to be confused or puzzled by some situations. Such individuals prefer to focus analytically on how things come about, rather than to ask why they have occurred at all. They tend to over-rely on past experience, seeing it as the only guide to understanding what is happening or might occur in the future.

A low scorer generally takes a "narrow" view of what he or she experiences. Each event or occurrence is treated as distinct or separate from others, rather than connected logically to other events or facts. This leads to an inability to see patterns easily and makes a person less confident being able to solve problems or understand why things are happening as they are.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you generally maintain a "big picture" or conceptual view of events, and are able to quickly grasp both major and minor connections, where they exist. You are also likely to pride yourself on being flexible, open-minded, and effective at solving problems and reconciling conflicting data.

A high scorer tends to look for patterns in even the most complex situations or issues, and looks for a range of different connections (both relevant and irrelevant). The high scorer often enjoys solving puzzles and conundrums as a pleasurable way to hone or test their skills.

0 1 2 3 4 5
13. I like to see how something fits into the wider or bigger picture.



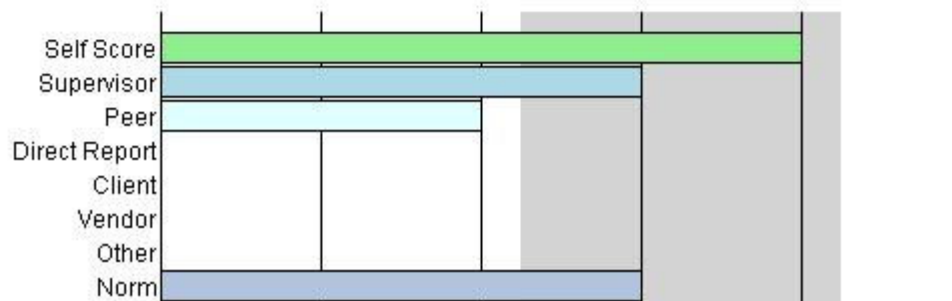
14. Events or actions can be seen in a new light in a different context.

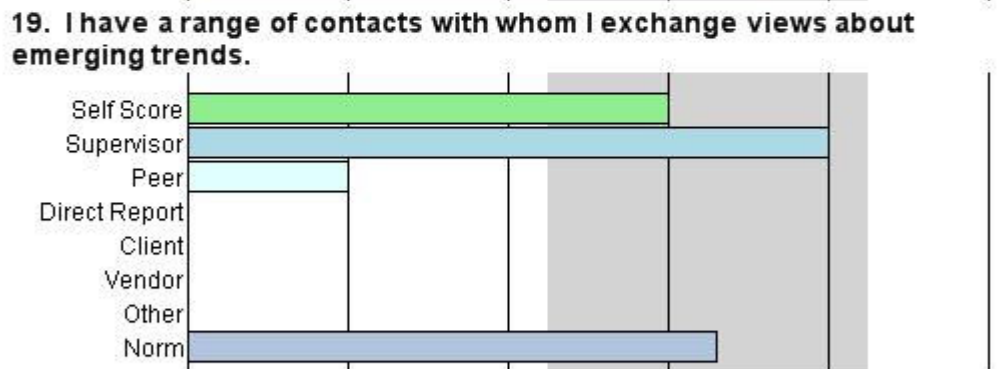
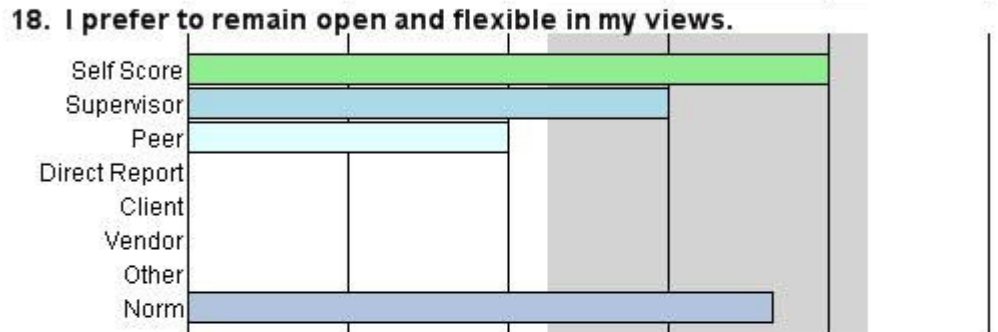
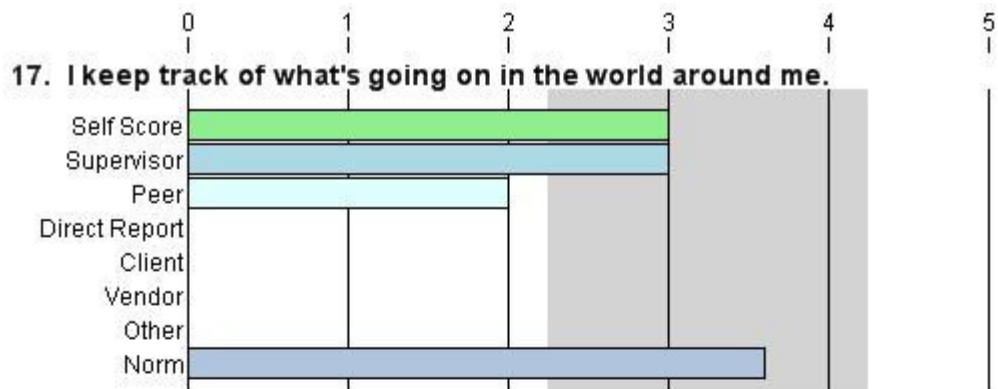


15. I am strongly aware of trends, long before they have a direct impact or effect.



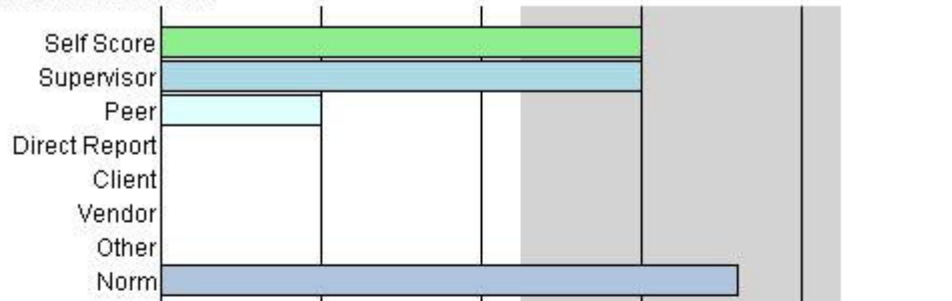
16. I like to consult widely with people external to the organization.





0 1 2 3 4 5

21. I am good at making connections between seemingly disparate idea and information.



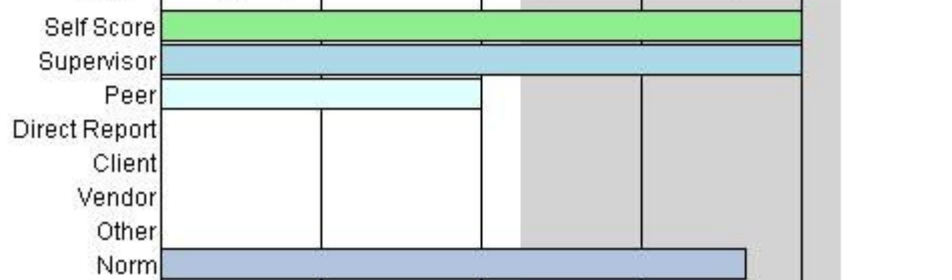
22. I am intrigued by the way large systems or processes operate.



23. When things are not clear, you have to look for clues in order to find the answers.



24. I enjoy looking for patterns in what I perceive or experience.



Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

This section on Contextual Thinking looks at the extent to which you put specific events, tasks, and actions into a wider perspective or pattern. It asks the question: "How effectively do you connect related and unrelated information in order to make sense out of what you experience?"

Recommendations for Overall Improvement

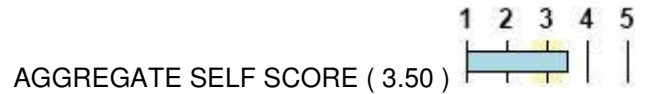
Low scorers need to try out more techniques and methods to develop their ability to contextually think more effectively and creatively such as using "lateral" thinking or brainstorming and asking the question "why". They can become more proficient by doing crossword puzzles and other mentally challenging activities and reading mysteries to develop their skills outside the organizational context.

Ways to Strengthen or Improve Contextual Thinking

- Try to see beyond the immediate issue, situation, or problem by establishing a context or a clear frame of reference.
- Practice identifying any links or connections in your experiences by keeping a personal journal in which you can record your thoughts and look for improvements over time.
- Read widely and look for broad trends and patterns in events, situations, news reports, opinion and analysis and so on.
- Build a network of contacts outside the organization of people who can help you to keep up-to-date and in touch with the latest thinking.
- Whenever you don't understand or want to know more, ask questions including the question "why?".

DIRECTIONAL CLARITY

This section on Directional Clarity looks at your ability to identify a credible destination and determine and communicate how to get there in a straightforward and simple way. It asks the question: "How clearly, credibly, and unequivocally do you point the way for people to want to travel with you and to stay on track?"



Interpretation

LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will select a direction or course of action on the basis of very limited, subjective evaluation, failing to assess its worth as a way to go. You are also likely to change direction frequently and follow a path of least resistance.

A low scorer has trouble identifying and establishing direction. As a result, when the individual is in a leadership position, he or she tries to hit the wrong target or go for several different targets. Some individuals fail to set any goals whatsoever.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you will effectively evaluate courses of action or "credible" paths to the future, and will quickly engage in a range of ways to communicate and describe these paths efficiently to those around you. This directional clarity wins fast support and willingness to follow the route that has been selected.

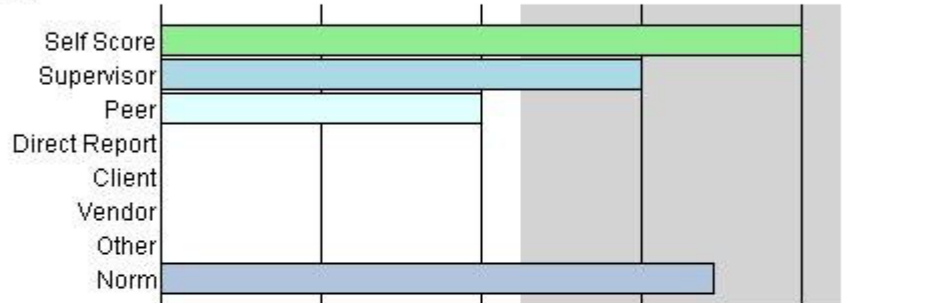
A high scorer confidently and clearly sees and describes a credible destination, whether or not he or she is in a formal leadership position. Such an individual is likely to identify natural milestones and measures of progress and assess the effort needed to succeed, and communicate these things to others.

0 1 2 3 4 5

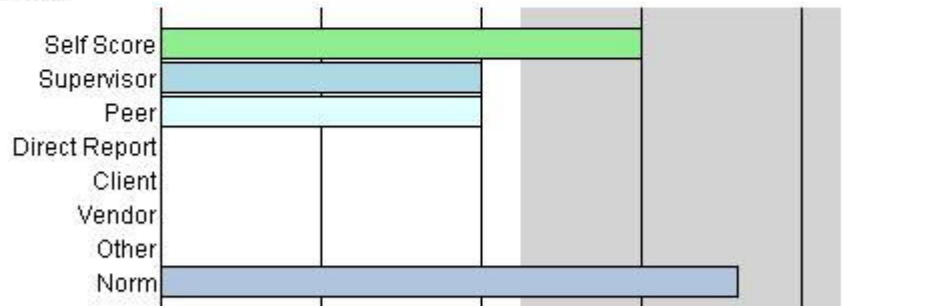
25. I believe that personal energy needs a clear direction in which to flow.



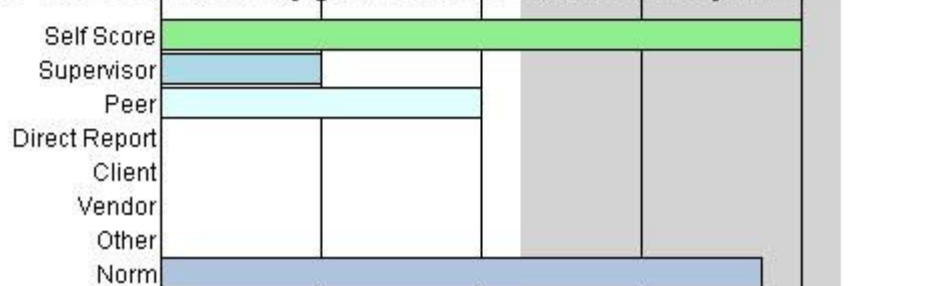
26. I generate a clear personal vision of what the future could be like.

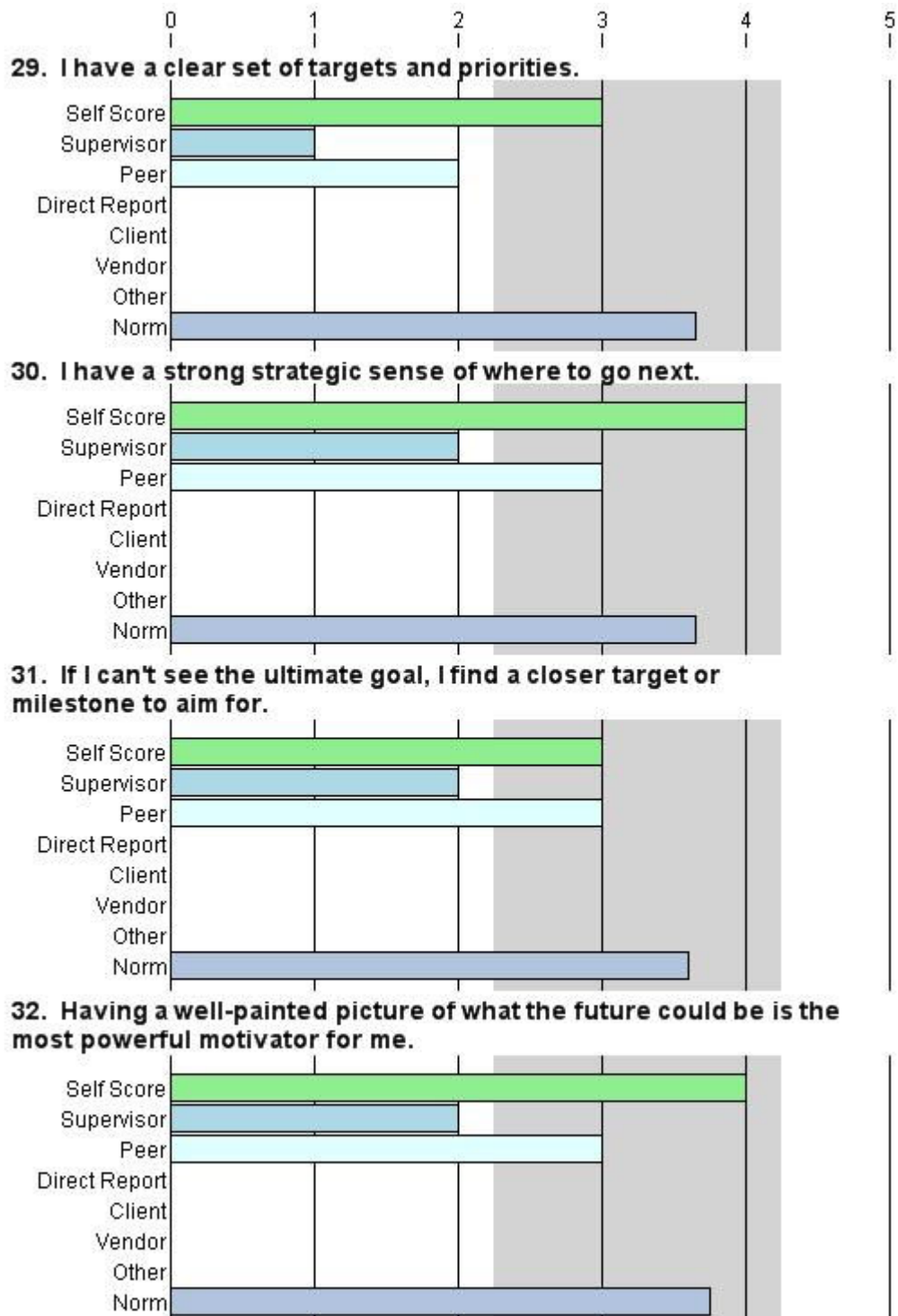


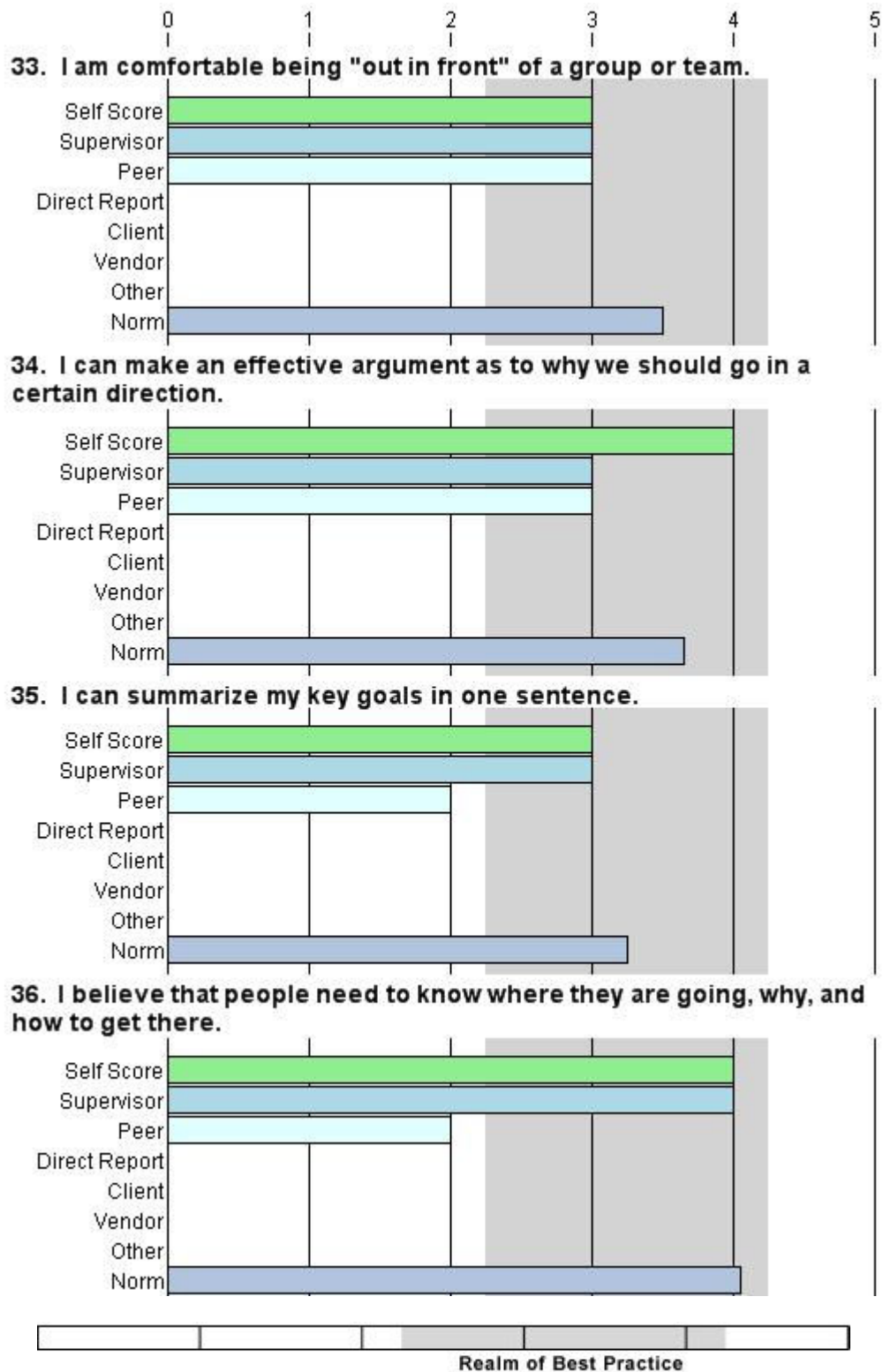
27. I can explain a mission or purpose in the most basic or simple terms.



28. I believe that every goal needs a measurement system.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Directional Clarity looks at your ability to identify a credible destination and determine and communicate how to get there in a straight forward and simple way. It asks the question: "How clearly, credibly, and unequivocally do you point the way for people to want to travel with you and to stay on track?"

Recommendations for Overall Improvement

Low scorers need to find quiet time to think about strategy and direction for their own efforts and others. This will mean researching potential alternatives and involve wider consultation with people to obtain input and ideas, as well as carefully weighing the pros and cons of one direction versus another before a decision is made. This is a difficult skill to develop quickly; greater involvement by people who are strong in this competency would improve overall leadership of the team.

Ways to Strengthen or Improve Directional Clarity

- Take a longer-term perspective on the future than you have taken in the past. Weigh all the different alternatives that you identify in order to determine the best direction to take.
- Regularly engage people on your team in conversations about what they think the future might hold, and build these ideas and perspectives into your long-range planning and goals.
- Develop four or five medium- to long-term goals and list them on a single piece of paper clearly describing a future vision and how it takes the organization positively forward.
- Think about how you might effectively present the advantages of taking this chosen course to different people in order to solicit their support and win it.
- Identify one key process in your work area that could be improved by technology, and develop a plan to describe how this might be brought about.

CREATIVE ASSIMILATION

This section on Creative Assimilation looks at how well you creatively draw together disparate information to arrive at robust and clear decisions or courses of action. It asks the question: "How challenging and/or innovative is your approach to processing different or conflicting data in order to make sense of it and act upon it wisely?"



Interpretation

LOW (less than 2.75)

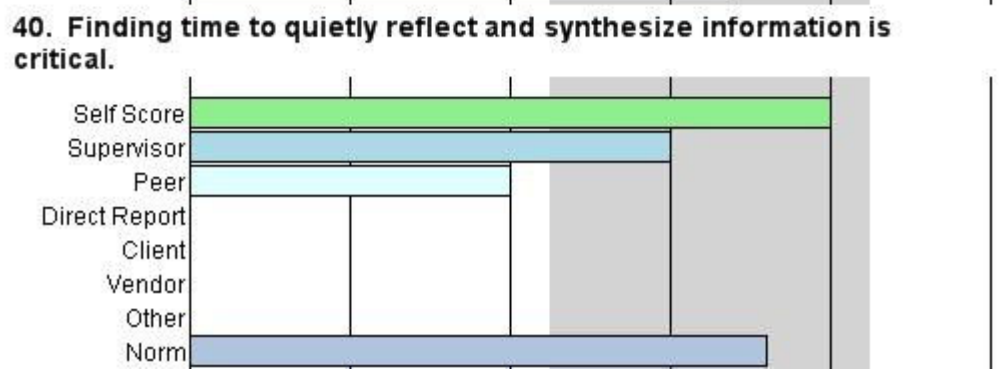
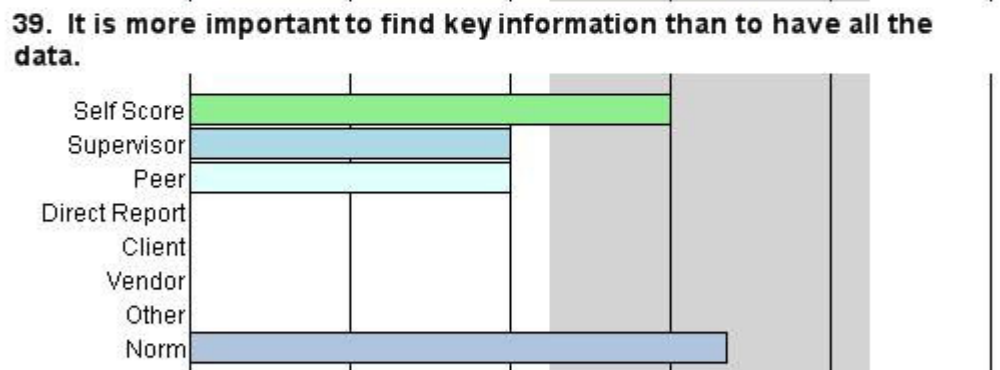
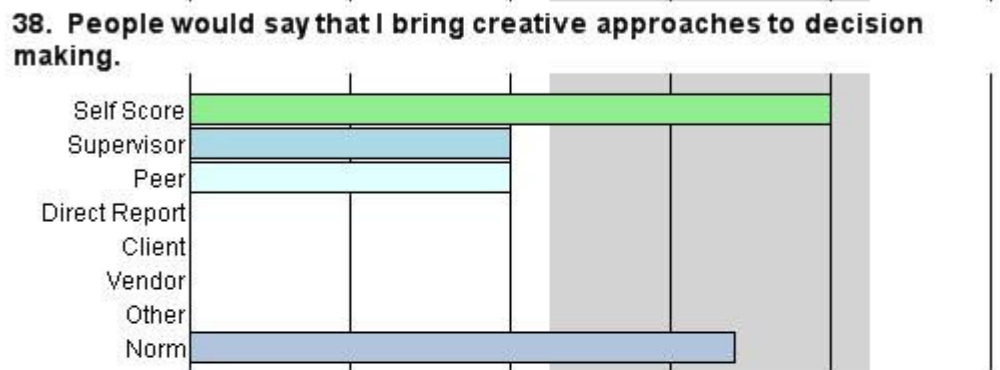
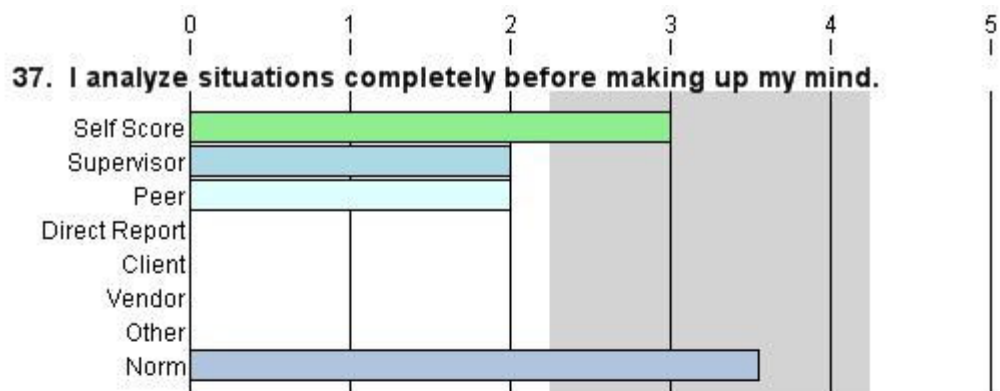
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you often accept information at face value and do not take time to reflectively weigh the alternatives before evaluating and acting on the information. You are also more likely to stick to tried and proven methods, rather than to invent new approaches.

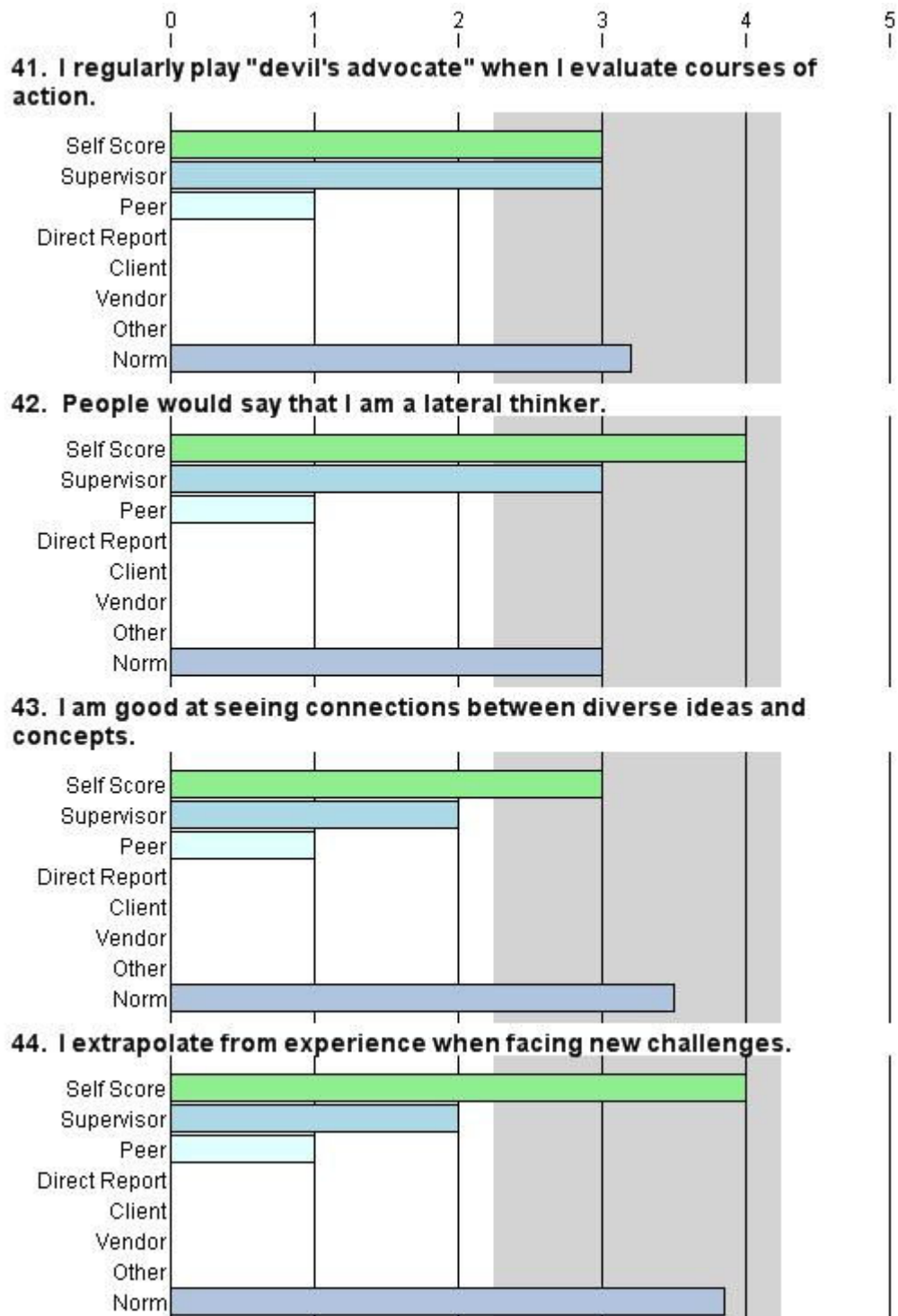
A low scorer tends to spend too little time creatively reflecting or hypothesizing about issues or events. As a result, such individuals are more likely to be uncomfortable with ambiguity and are more likely to dislike and be dismissive of complex problems or issues that cannot be easily solved or in which they have little interest.

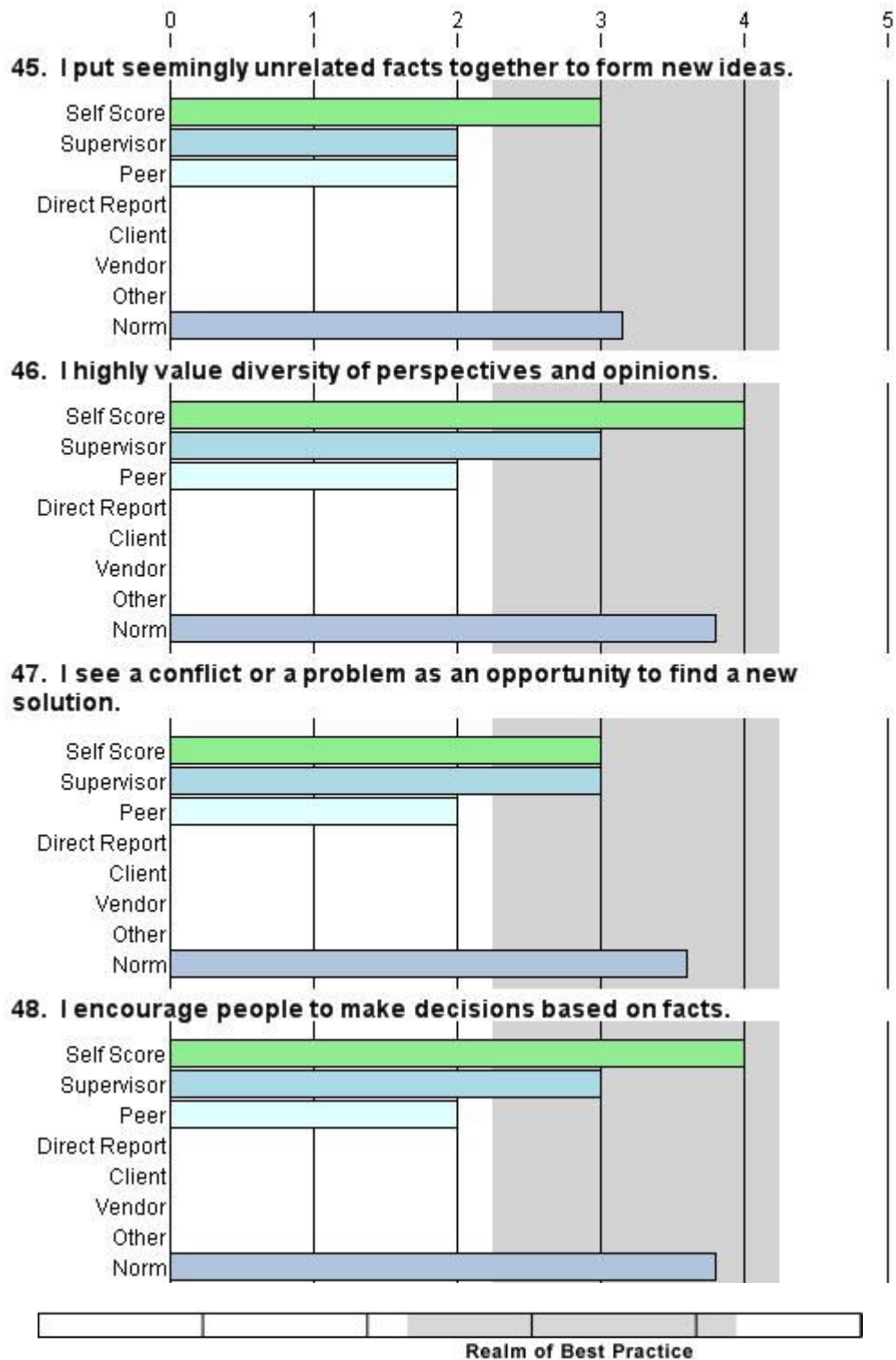
HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are comfortable and adept at evaluating a wide range of data and think critically before you choose a logical or sensible course of action. To do this, you tend to keep a flexible and open mind and look flexibly for other data that might suggest a new or different perspective.

A high scorer is likely to enjoy thinking about diverse situations or ideas and juggles several balls in the air at once. He or she thinks regularly and deeply about more complex issues and situations, and is always looking for new or insightful solutions that can work.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Creative Assimilation looks at how well you creatively draw together disparate information to arrive at robust and clear decisions or courses of action. It asks the question: "How challenging and/or innovative is your approach to processing different or conflicting data in order to make sense of it and act upon it wisely?"

Recommendations for Overall Improvement

Low scorers need to stop making rapid judgments about what they perceive or experience and make sure that they consider other data or possible courses of action before committing themselves to a decision. This can be done by doing 3 things:

1. Practice challenging assumptions.
2. Practice playing devils advocate.
3. Arranging and participating in brainstorming sessions to prepare for times when significant challenges or decisions arise.

Ways to Strengthen or Improve Creative Assimilation

- Practice looking at issues, events, and problems from as many different points of view as you can.
- Ask yourself how you would react if something were to change dramatically. What would happen if a specific event occurred at a future time, when things were different? Could you reverse or invert some of the factors or parts of the situation? What could you introduce by way of new information or ideas to change or alter the situation?
- Design quiet time into every day to calmly reflect and synthesize data, evidence, and facts into information that you can use to make decisions regarding action.
- Look for unusual or different connections between seemingly disparate or conflicting ideas and concepts.
- Challenge your thinking and that of others so you all identify the most innovative and creative solutions possible before taking action.

CHANGE ORCHESTRATION

This section on Change Orchestration looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends?"



Interpretation

LOW (less than 2.75)

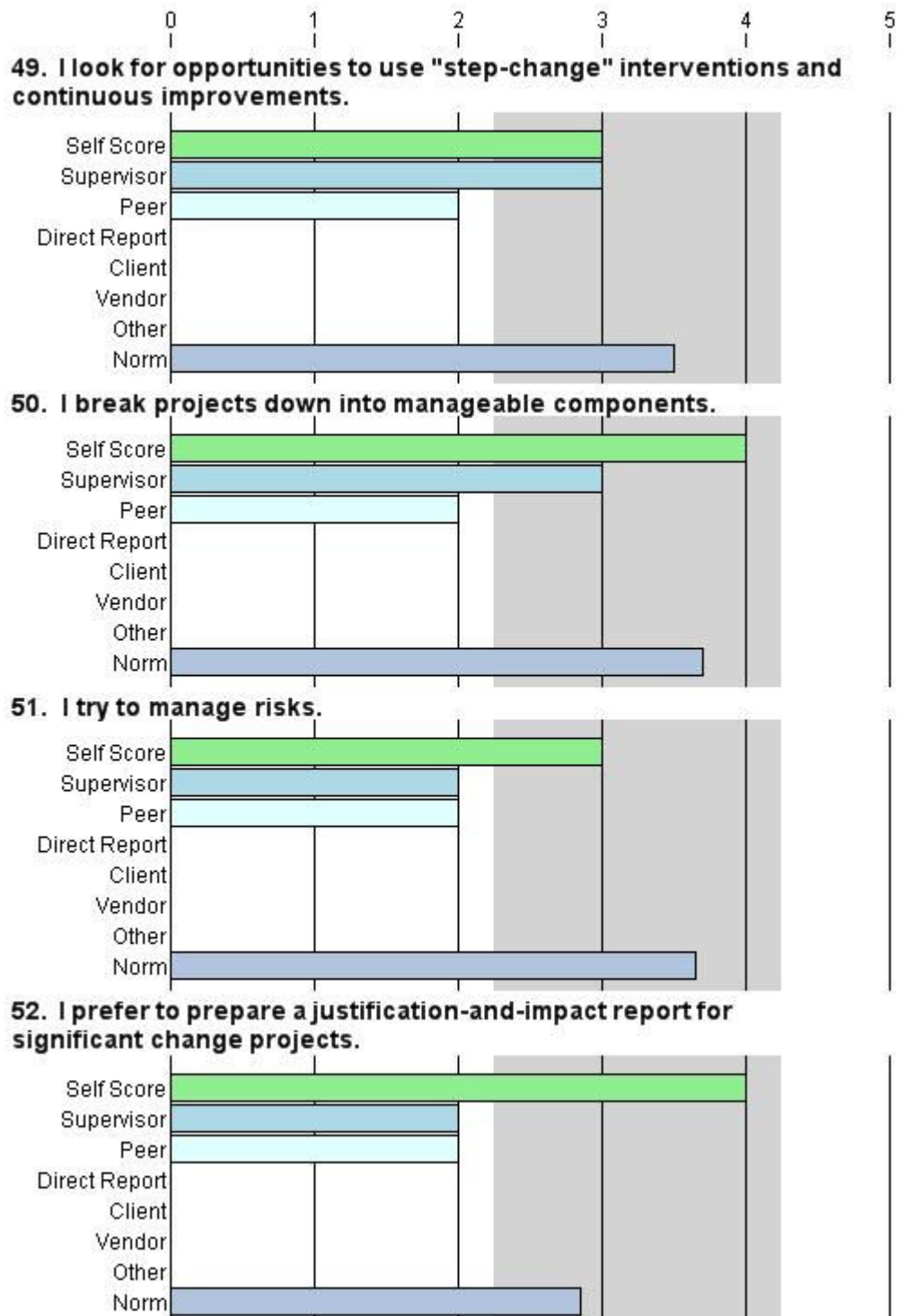
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to become caught up in change situations, yet find it difficult to control them. You are also likely to find that such change has a range of unexpected twists and turns, to which there never seems to be any easy answers.

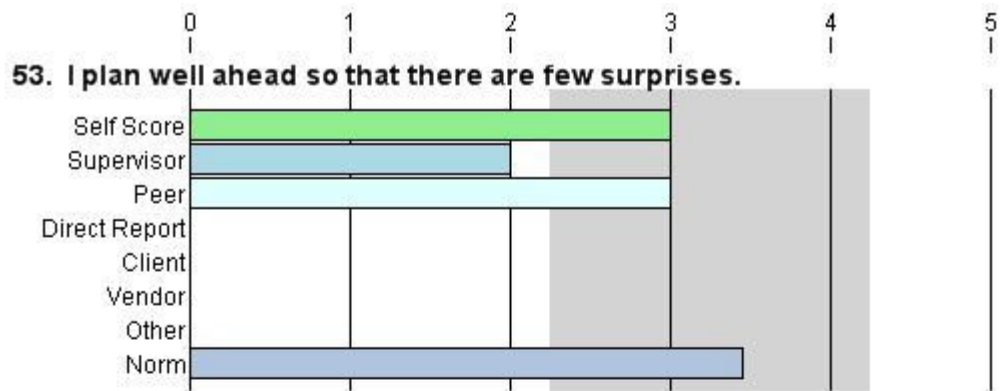
A low scorer tends to find anything other than minor changes frustrating and commanding of much more of their time and energy than they might like. As a result, this kind of person often feels like a "hostage to fortune," and is likely to suffer higher levels of stress than others.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are comfortable with personal change and comfortable helping others to cope with changes forced upon them. To do this, you are likely to quickly find ways to plan how to tackle what is ahead, and then try to strongly work the plan you have created.

A high scorer tends to anticipate change as much as possible, and takes early proactive steps to be as prepared as possible. In addition, the high scorer is likely to maintain a flexible attitude and disposition, and does what is necessary to deal with the pressure and help others do the same.

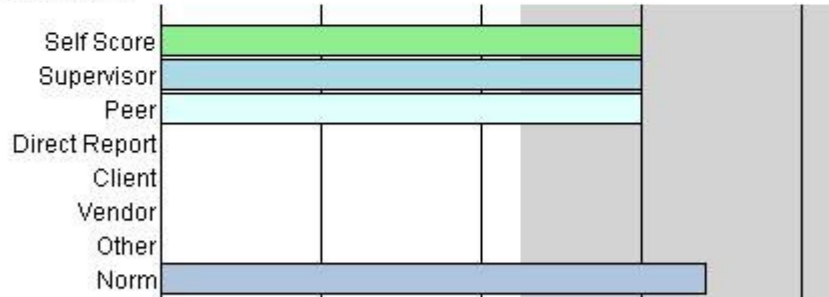




54. I believe that it is critical to discuss how every individual will benefit from a project.

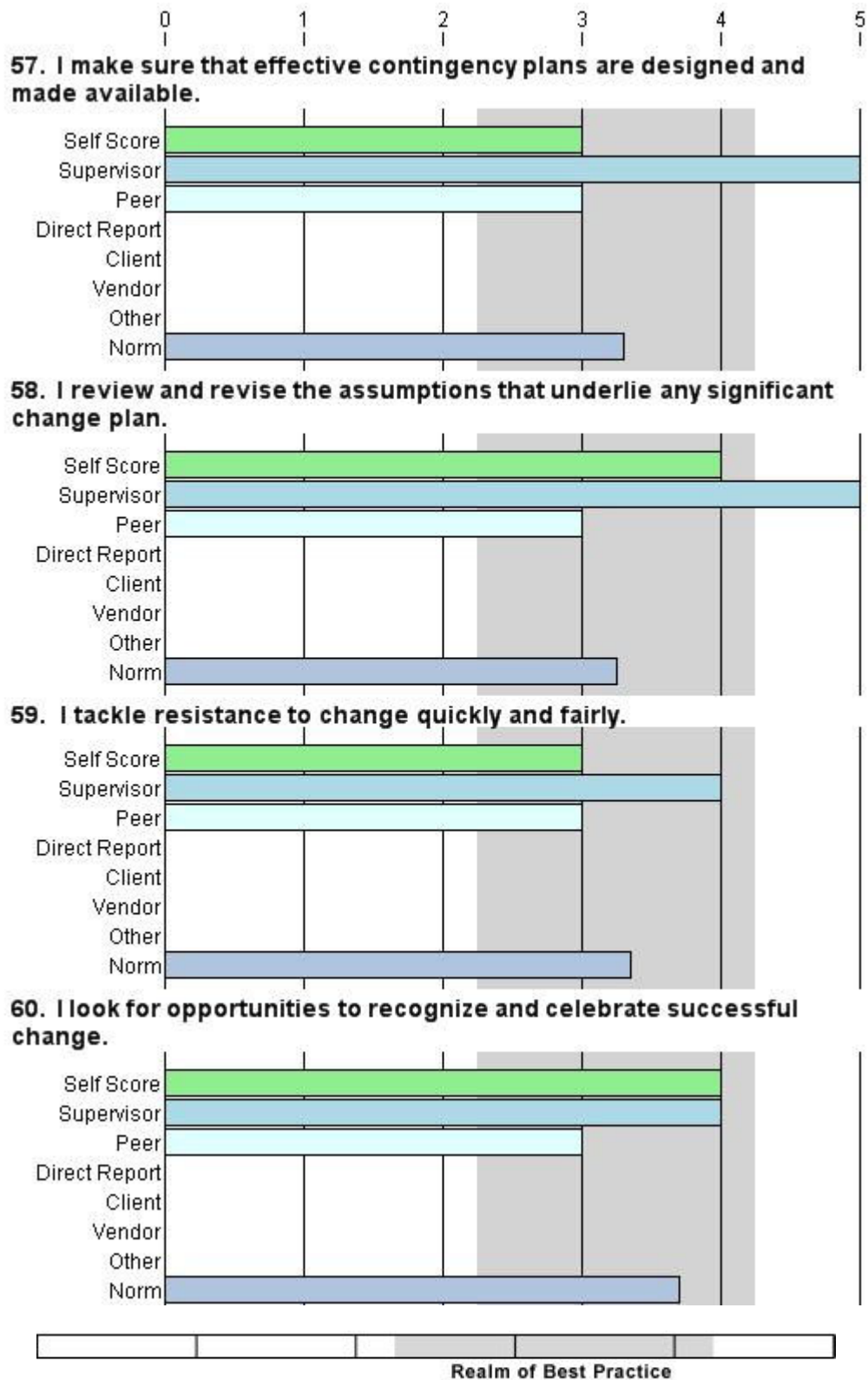


55. I think about potential adverse reactions, and plan how to deal with them.



56. My own behavior is adaptable and flexible to changing needs.





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Change Orchestration looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends?"

Recommendations for Overall Improvement

Low scorers should try to become less "consumed" by daily activities and priorities and spend much more time anticipating what might be around the corner. Low scorers seek out and talk to effective agents or managers of personal and organizational change in order to learn coping strategies for different situations and circumstances.

Change Orchestration

- Design regular time into your day or week to think about the medium- or long-term future (not just your day-to-day or most pressing issues or problems).
- Imagine a range of possible outcomes or results that could come about as a result of specific personal or organizational changes that might affect you in the future.
- Carefully consider what you might need to do right now to accommodate any and all these scenarios.
- Actively look for opportunities to introduce "step-change" initiatives, rather than small incremental improvements, whenever the benefits are clear to see.
- Help others to come to terms with change and challenge any resistance firmly but fairly.

PEOPLE ENABLEMENT

This section on People Enablement looks at the extent to which you trust, coach, and guide people in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and teams so that they believe that the consequences of their actions are their own?"



Interpretation

LOW (less than 2.75)

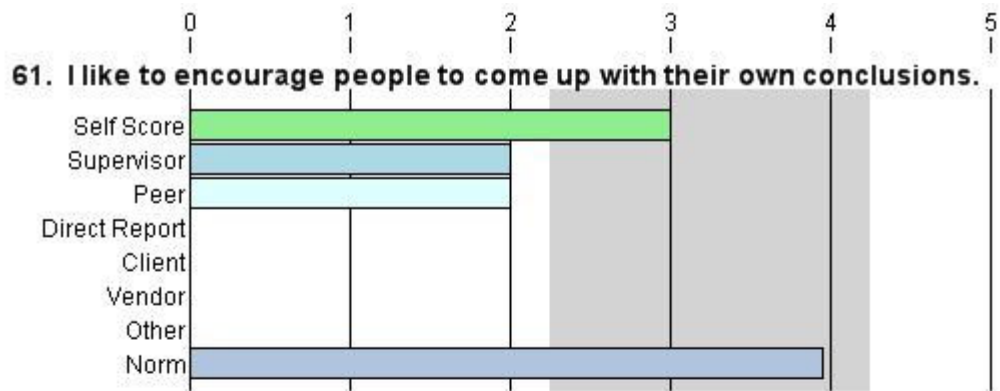
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you are oblivious or unconcerned about people's individual needs, preferring to focus more on goals and/or tasks. As such, you will rely on systems and procedures to provide the necessary leadership framework, rather than have to spend time building one-to-one relationships yourself.

A low scorer comes across as individualistic and unable to trust the skills and abilities of other people to achieve goals and targets without strong "command and control." Such an individual tends to spend little or no time sharing knowledge or coaching others, and does not make time to help and support the team when the team needs it.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you use your leadership skills to help and guide people in ways that lead them to become more self-sufficient, and that you encourage them to find their own solutions and commit to their own decisions. You are also likely to try to understand people at a "deeper" level and offer the kind of leadership that they value the most.

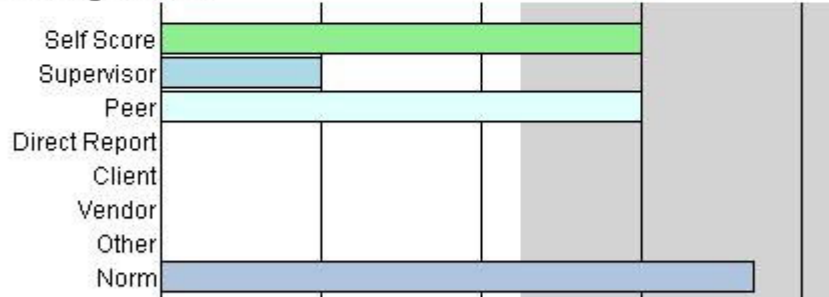
A high scorer tends to build high levels of trust and empathy. He or she creates an open and warm climate in which other individuals feel that they can take reasonable risks in their work in order to meet goals and feel appreciated for their efforts and results.



62. I try to actively catch people doing something right and encourage them.



63. I help and encourage people to take on tasks and goals that will challenge them.



64. I create opportunities for people with leadership potential to take risks and test their competencies.

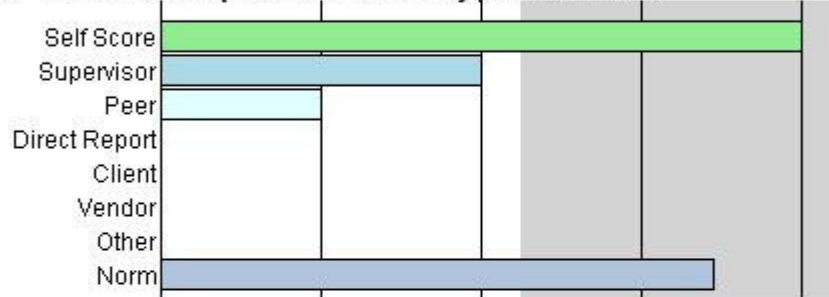


0 1 2 3 4 5

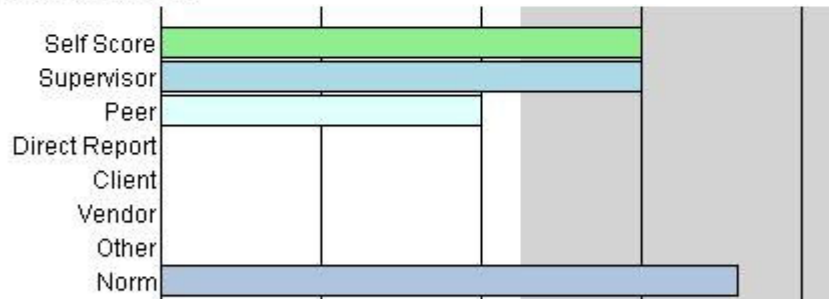
65. I work with the people I lead to help them create individual development plans.



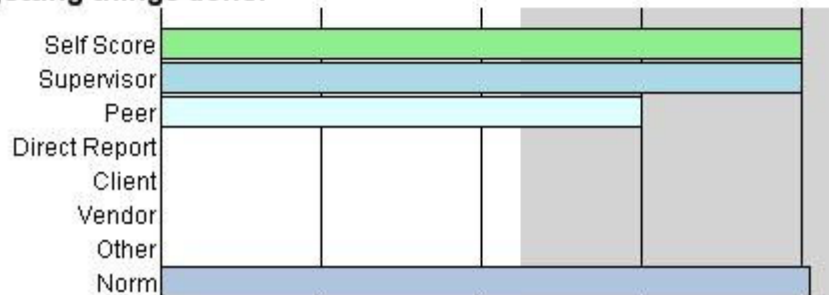
66. I know the capabilities of every person I lead.

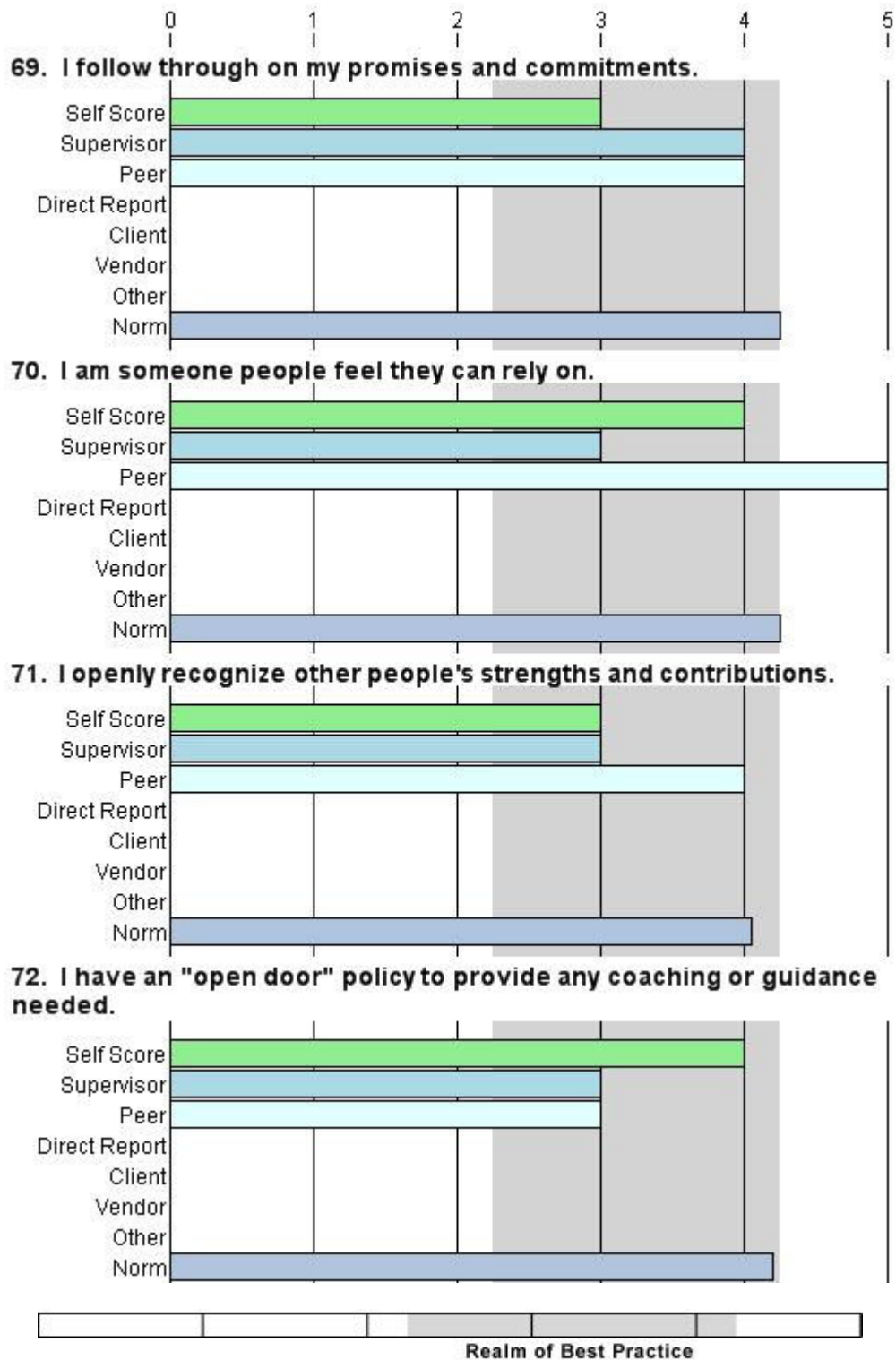


67. I give people plenty of room to stretch themselves and learn different skills.



68. I believe that networking and relationship-building are key to getting things done.





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on People Enablement looks at the extent to which you trust, coach, and guide people in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and teams so that they believe that the consequences of their actions are their own?"

Recommendations for Overall Improvement

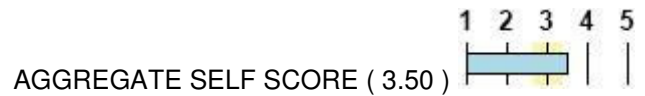
Low scorers need to give people much more room or authority to act, without letting them feel that any of their mistakes will be punished or held against them. Low scorers can also program-in regular time to identify and recognize people's efforts, and to make themselves more available to offer general coaching and support to the team (even if it is for only a short time each day or week initially).

Ways to Strengthen or Improve People Enablement

- Take an active interest in finding out more about what fellow team members and colleagues in the same broad work area are responsible for doing and achieving and, identify areas where they have strong general skills or competence.
- Create specific opportunities to empower individuals. Give them full responsibility for tasks and projects that you would normally handle yourself, depending on their skills or interest. This will stretch them.
- Engage in frequent "walk the talk" and one-to-one coaching, and listen to what they are saying.
- Engage colleagues in debate about your own responsibilities, skills, and preferences, and look for opportunities to work together more collaboratively to get a better overall result for your organization.
- Plan regular opportunities for different people to work together as a team, and help them to achieve success. Be sure they get direct credit and recognition.

RECIPROCAL COMMUNICATION

This section on Reciprocal Communication looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your message and then attentively listen to people's responses in order to adjust?"



Interpretation

LOW (less than 2.75)

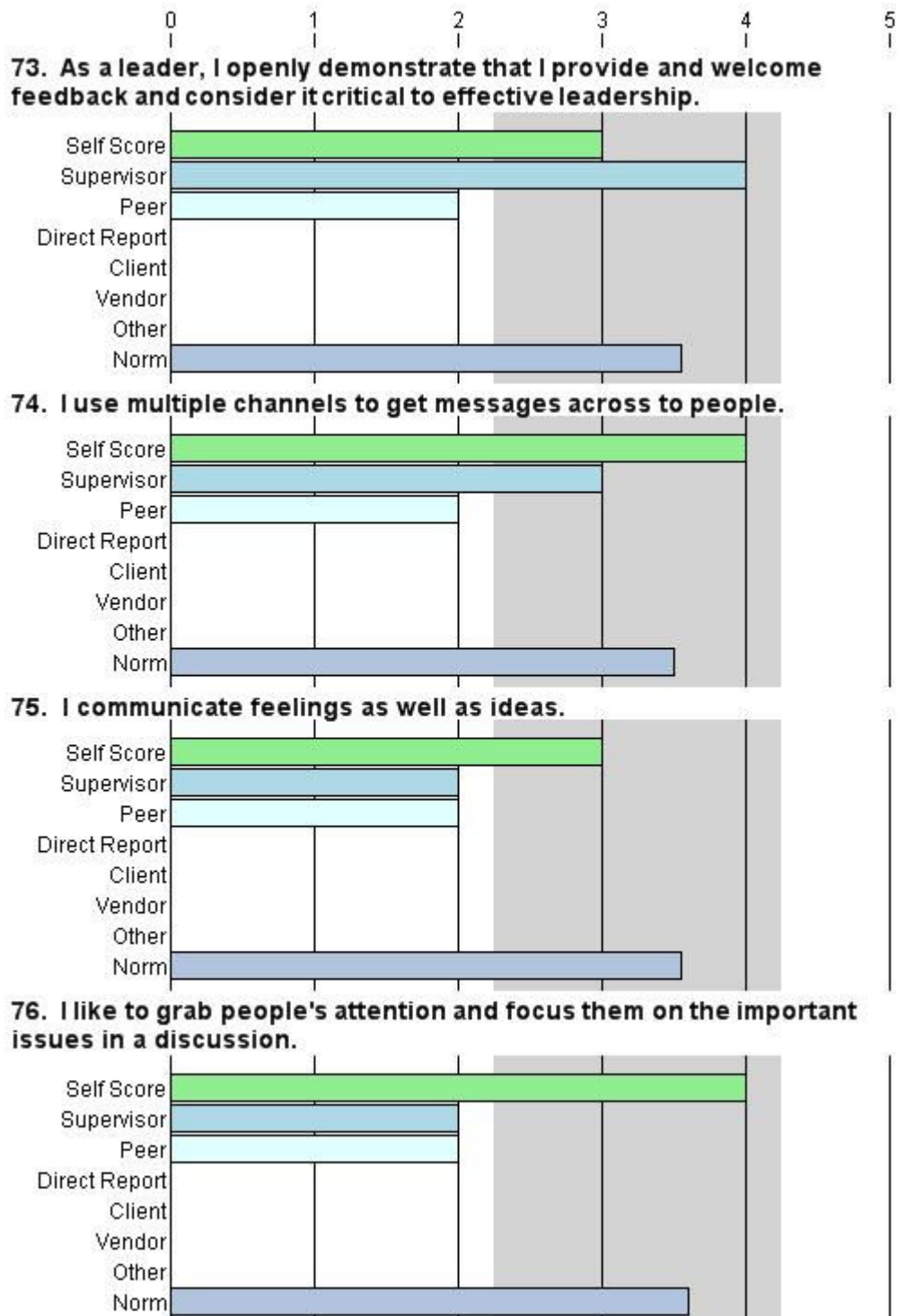
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you miss opportunities to communicate when it would be helpful and fail to take enough time designing the message or thinking about how it might be optimally delivered. You are also likely to find little time to listen to feedback and adjust accordingly.

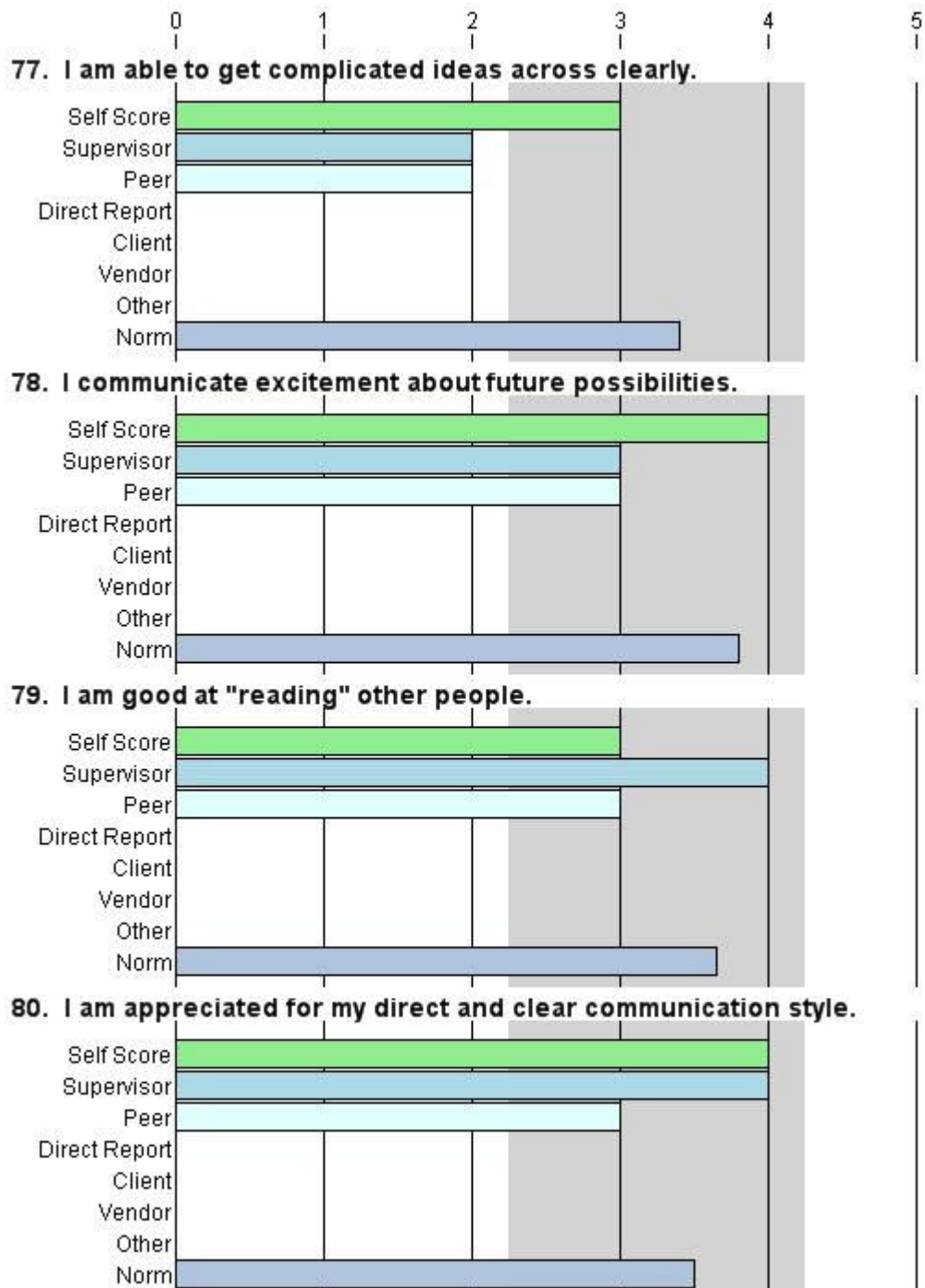
A low scorer tends to communicate on the run or at the last minute, failing to shape the message carefully or think about who will receive the message and how it should be delivered. Low scorers are likely to be thought of as poor communicators and poor listeners. They find it difficult to get their messages across credibly or in a way that inspires or enthuses the team.

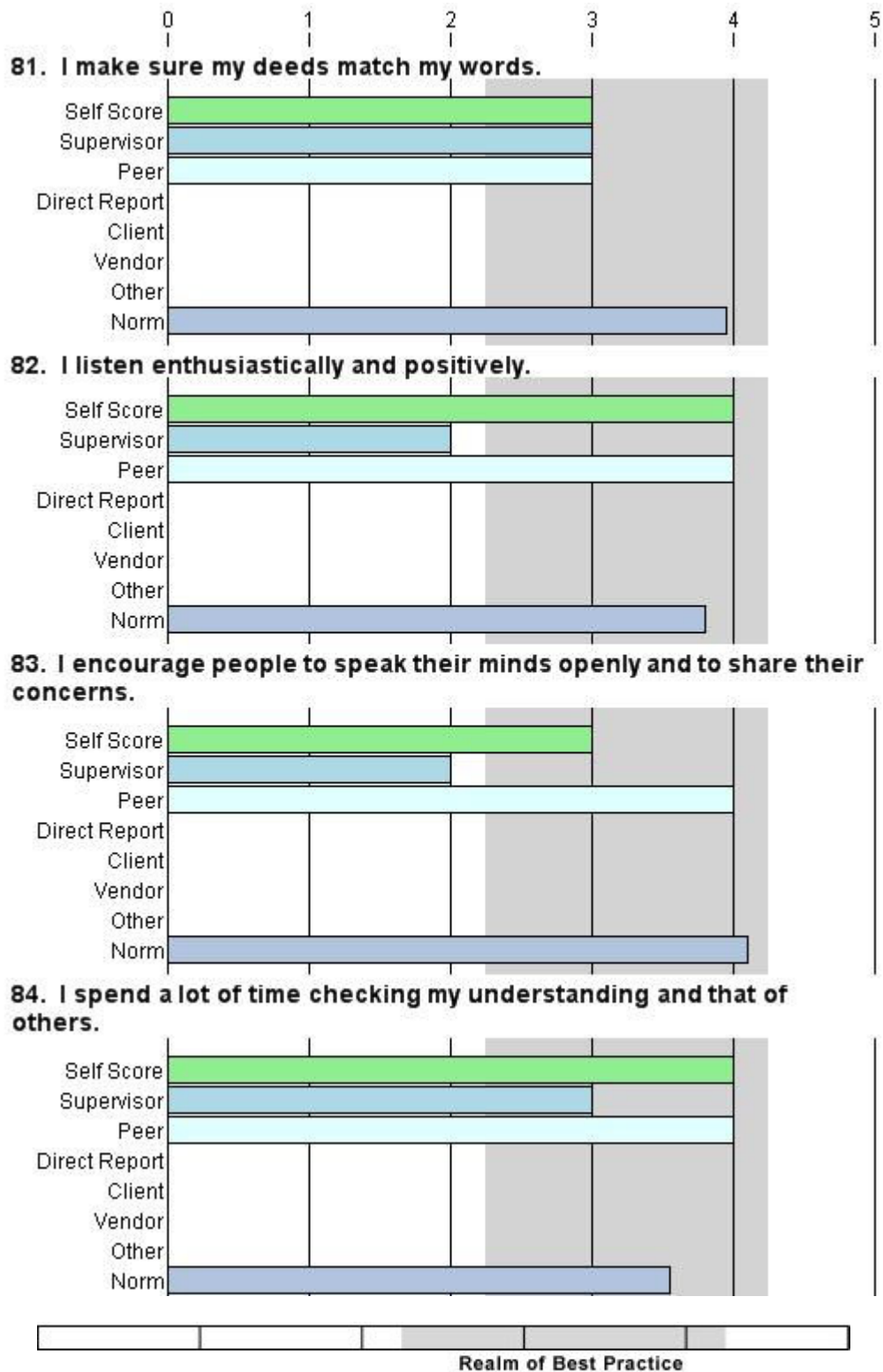
HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are highly conscious of the need to create an open and positive climate in which you can listen and gather feedback effectively and efficiently. You are likely to find ways to maintain clear and frequent communication and use a range of different "channels" and methods.

A high scorer comes across as a highly approachable individual who uses a range of different communication methods and styles to make sure that information flows in both directions freely and sincerely, and in varied and interesting ways. High scorers enjoy talking to and listening to people.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Reciprocal Communication looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your message and then attentively listen to people's responses in order to adjust?"

Recommendations for Overall Improvement

Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as a listener and as a communicator. They should use what they learn about themselves to focus on improving areas of weakness or limitation. In addition, low scorers should study effective communicators and try to practice some of their techniques wherever and whenever the opportunities present themselves.

Ways to Strengthen or Improve Reciprocal Communication

- Give people time to finish speaking before forming your own reply in your conversations. Listen, maintain your focus and concentrate as much as possible.
- Great communicators carefully plan what they say and how they want to say it, so that their message is always well received. Get into the habit of doing the same.
- Experiment with different communication methods or channels so you can appeal to a wider range of people.
- Keep a log or a diary to record performance feedback or comments. Make a point of speaking to individuals in as direct a way as possible on a one-to-one basis.
- Follow the main points or issues in all group meetings, and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.

DRIVING PERSISTENCE

This section on Driving Persistence looks at the extent to which you tenaciously stay on track and maintain a persistent focus on your goals. It asks the question: "How relentlessly do I pursue my targets, even in the face of challenge and/or adversity?"



Interpretation

LOW (less than 2.75)

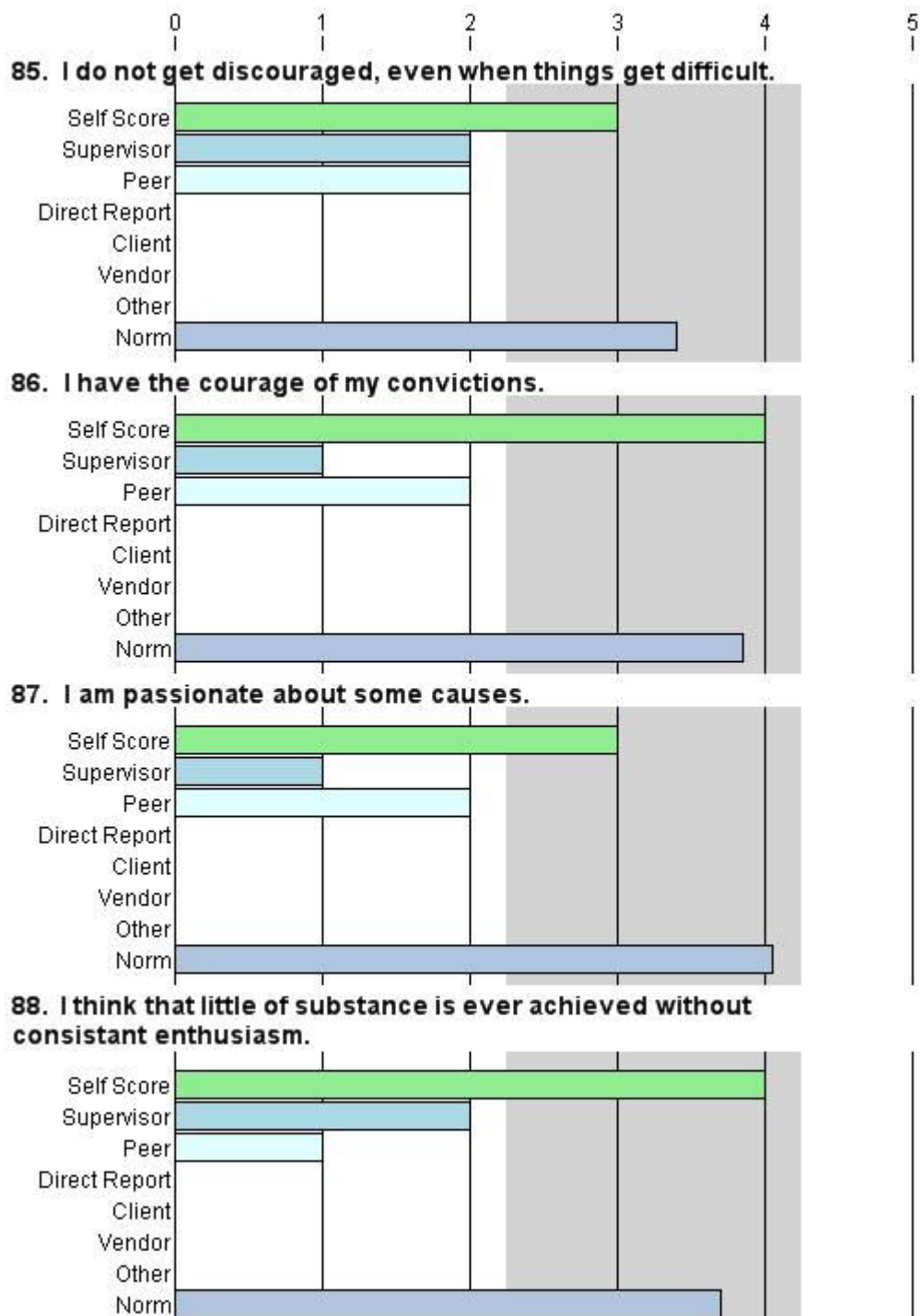
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you expect problems or failure to some extent, and you therefore pursue goals or aims with less confidence than you should. When major obstacles or problems do arise, you are likely to give in or change course rather too quickly, having given in and accepted the problem to be inevitable.

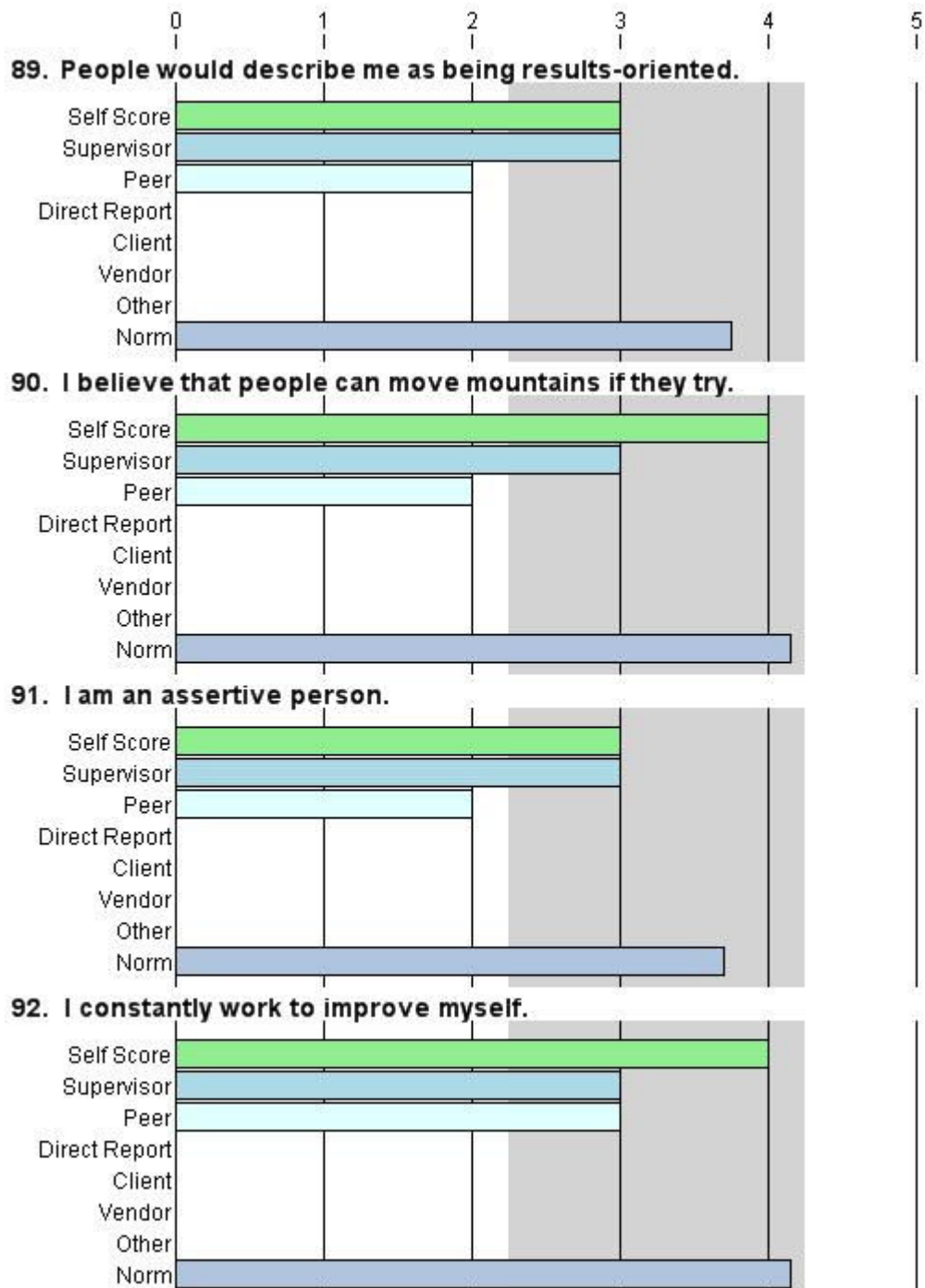
A low scorer tends to lead without conviction or strength of purpose. As a result, he or she is likely to pursue goals and targets without great enthusiasm or effort, and tends to be easily distracted or knocked off course by even minor issues or events.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you see obstacles or difficulties in a journey as inevitable. This means that you try to prepare yourself and those who depend on you to solve problems and overcome obstacles. Then you refocus on the original goals or aims and relentlessly carry on.

A high scorer pursues their personal and organizational goals with seriousness and commitment. Such individuals are likely to be internally motivated to not only keep going, but to do so even when the going gets difficult or inevitable hurdles appear along the way.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Driving Persistence looks at the extent to which you tenaciously stay on track and maintain a persistent focus on your goals. It asks the question: "How relentlessly do I pursue my targets, even in the face of challenge and/or adversity?"

Recommendations for Overall Improvement

Low scorers need to set only those goals or targets that can realistically be achieved that they have the time and commitment to assiduously work toward . Low scorers also need to develop their assertiveness skills to more firmly deal with distractions and competing priorities, and more readily defend their own priorities from attack.

Ways to Strengthen Driving Persistence

- Carefully record every commitment that you make and prioritize all that are important to you. Post it where you will see it every morning.
- Plan how you will maintain your focus and energy to achieve success.
- Practice being more assertive about your own needs. Tell people about your important goals, and inform them firmly that these cannot be compromised or put ahead of things that are less significant for you personally.
- Look for opportunities to improve your skills and knowledge in many and different ways every day. Take advantage of these opportunities.
- Always maintain the courage of your convictions, and demonstrate as much calm, assured leadership as you can even when you are inwardly uncertain.

THE 10/10 REPORT

Top 10 Strengths

Change Orchestration

58. I review and revise the assumptions that underlie any significant change plan. 4.00

People Enablement

70. I am someone people feel they can rely on. 4.00

Drive and Persistence

94. I challenge mediocrity whenever and wherever it is in evidence. 4.00

Change Orchestration

56. My own behavior is adaptable and flexible to changing needs. 3.67

57. I make sure that effective contingency plans are designed and made available. 3.67

60. I look for opportunities to recognize and celebrate successful change. 3.67

People Enablement

68. I believe that networking and relationship-building are key to getting things done. 3.67

69. I follow through on my promises and commitments. 3.67

Reciprocal Communication

80. I am appreciated for my direct and clear communication style. 3.67

84. I spend a lot of time checking my understanding and that of others. 3.67

Top 10 Development Needs

Emotional Intelligence

1. I believe that leadership is about serving others. 2.00

Directional Clarity

29. I have a clear set of targets and priorities. 2.00

Creative Assimilation

43. I am good at seeing connections between diverse ideas and concepts. 2.00

Drive and Persistence

87. I am passionate about some causes. 2.00

Emotional Intelligence

3. I well understand my personal strengths and weaknesses. 2.33

Contextual Thinking

15. I am strongly aware of trends, long before they have a direct impact or effect. 2.33

21. I am good at making connections between seemingly disparate ideas and information. 2.33

Directional Clarity

27. I can explain a mission or purpose in the most basic or simple terms. 2.33

28. I believe that every goal needs a measurement system. 2.33

Creative Assimilation

37. I analyze situations completely before making up my mind. 2.33

COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Contextual Thinking

Contextual Thinking looks at the extent to which you put specific events, tasks, and actions into a wider perspective or pattern. It asks the question: "How effectively do you connect related and unrelated information in order to make sense out of what you experience?"

Course Suggestion

- Creativity and Innovation
- Lateral Thinking
- Problem Solving
- Data Evaluation and Analysis
- Risk Assessment
- Decision Making

Other Suggestion

- Complete the "Problem Solving and Decision Making Profile". Team Publications
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- Creativity in Context. Teresa Amabile and Mary Ann Collins: Westview
- Handbook of Creativity. Robert Sternberg: Cambridge University Press
- Dimensions of Creativity. Margaret Boden: Mit Press
- Frames of Mind: Multiple Intelligences. Howard Gardner: Basic Books
- The Brain Workout Book. Snowdon Parlette: Evans
- The Power of Logical Thinking. Marilyn Savant: St Martins
- The Art of Aception. Nicholas Capaldi: Prometheus
- Lateral Thinking. Edward De Bono: Penguin

Creative Assimilation

Creative Assimilation looks at how well you creatively draw together disparate information to arrive at robust and clear decisions or courses of action. It asks the question: "How challenging and/or innovative is your approach to processing different or conflicting data in order to make sense of it and act upon it wisely?"

Course Suggestion

- Problem Solving
- Analytical Thinking
- Conceptual Thinking
- Influencing Others
- Neuro Linguistic Programming
- Mind Mapping

Other Suggestion

- Complete the "Influencing Style Clock Instrument":HRD Press.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- The Art of Thinking. Vincent Ruggiero: Addison Wesley
- Becoming a Critical Thinker. Sherry Diestler: Prentice Hall
- Asking the Right Questions. Neil Browne and Stuart Keeley. Prentice Hall
- Attacking Faulty Reasoning. Edward Damer: Wadsworth

- An Introduction to Neuro Linguistic Programming. Joe O Connor and John Seymour: Thorsons
- Mind Mapping. Tony Buzan

DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

1. I believe that leadership is about serving others.

Score: 2.00

Action to Take:

29. I have a clear set of targets and priorities.

Score: 2.00

Action to Take:

43. I am good at seeing connections between diverse ideas and concepts.

Score: 2.00

Action to Take:

87. I am passionate about some causes.

Score: 2.00

Action to Take:

3. I well understand my personal strengths and weaknesses.

Score: 2.33

Action to Take:

Emotional Intelligence

Think of leadership as a way to serve others.

Historically, a leader was considered to be a strong, highly disciplined individual who persuaded others to follow them on their chosen path. This model of leadership has not entirely disappeared, but it is slowly being replaced: today's effective leader does not have followers per se, he or she instead tries to create the best possible environment in which those they lead can make decisions for themselves. The leader serves the interests of the group by taking on the responsibility to help release the energy and ability of every individual to achieve their best results.

This new leadership role demands an extremely different approach. It asks these things of leaders:

1. Assume less "status and importance" behavior, and adopt more-open and visible humility in all your actions.
2. Avoid making any direct decisions, and do not issue instructions or commands. Give individuals and groups the chance to make their own choices.
3. Become less visible and more content with influencing "behind the scenes." *Seek no recognition* for your efforts.
4. Develop your listening and coaching skills. Learn to ask *Why?* before you ask *How?* or *When?*
5. Give people a little more praise and credit than they may deserve in order to provide encouragement and build their confidence.
6. Identify any negative feelings or concerns in those whom you lead. Take responsibility for helping people overcome their obstacles.
7. Actively show empathy to every individual on the team, regardless of any obvious differences.
8. Openly and genuinely offer your help, support, time, and commitment to any team member who needs it.

How many of these requirements are you meeting at the moment?

Directional Clarity

Develop a clear set of goals and priorities.

Target-setting is sometimes thought of as the “inner technology” of success. The following eight steps should help you develop targets, milestones, and measures:

- 1. *Make sure your goals are realistic in the first place.*** A goal that shoots too high or offers a great deal of risk with little chance of achievement leads to frustration and surrender. It is easy, for example, to say that a goal for the year is “To increase output by 50%.” However, it will be quite unrealistic if you know you won’t have adequate resources, committed people, and enough time.
- 2. *Keep targets simple.*** If goals are complex, it is unlikely that they will be clear and specific enough to focus effort and marshal the necessary resources. Clear, simple goals give your team an unmistakable vision of what needs to be done.
- 3. *Develop targets with input from others.*** Rarely does anyone become committed to goals that are imposed on them. Develop goals with those who will be responsible for achieving them—your people. Through personal involvement, everyone will be more motivated to work toward their attainment.
- 4. *Make your goals and targets measurable, with fair timelines.*** Goals should be specific rather than vague, and quantitative rather than qualitative. For example, rather than proposing that you should become more visible around the office, try saying, “I will spend at least one hour a day mixing with staff at all levels.” There should also be a fair and reasonable time dimension that specifies how long it should take for a goal to be achieved and by what specific deadline, where appropriate.
- 5. *Make individuals or teams accountable for each goal.*** The successful accomplishment of goals usually depends on someone being held responsible for each goal. This often creates a sense of urgency and purpose.
- 6. *Check alignment with the overall vision.*** Remember to link all individual goals to team goals, which should then be linked to organizational or corporate goals.
- 7. *Build in as many “review” milestones as you need to check progress.*** Plan regular meetings to review progress with colleagues, and be honest and forthright in your assessments. If a specific goal is discovered to be unreachable or unattainable, then modify or change it as much as necessary.
- 8. *Keep all goals as challenging or stretching as possible.*** A goal that is too easily reached will not take the individual, the team, or the organization forward strongly enough. Try to stretch each individual slightly out of their comfort zone.

Creative Assimilation

See connections between diverse ideas and concepts.

It has been more than 30 years since the management writer Edward De Bono coined the term “lateral thinking” to refer to the ability to see broad connections that do not look related or are not obvious. Many books have since been written on techniques that can help make these more creative, lateral connections. (Mind mapping is one of the more recent of these, developed and promoted by writer Tony Buzan.)

The ability to see unusual or different connections can be developed.

Here are some ideas:

1. Take time to think about the issue, without distraction. And allow enough lead time; unrealistic deadlines and pressure tend to result in only the obvious solution—not necessarily the best.
2. Focus on looking for helpful connections. Concentration is key.
3. Be naturally curious and inquisitive about the interrelatedness of all things.
4. Commit ideas to paper and list every possible connection you can think of.
5. Break down issues and situations into separate parts—deconstruct them to see whether their components are connected.
6. Develop the tenacity and persistence to follow through and keep searching for connections. Don't give up; enjoy the mental challenge!
7. All ideas should be twisted, turned, reversed, rotated, and inverted to discover where connections to other ideas might prove interesting.

How many of these things do you already do?

Driving Persistence

Be passionate about the causes you believe in.

It's almost impossible to maintain high levels of passion and enthusiasm for everything all of the time, but we know that the more excited we are about our work, the more we are likely to achieve and enjoy it. If this is true of the individual, it is even more important for the leader! He or she must be passionate about their work and about those causes that are important to them and the organization.

Being passionate does not have to mean being openly demonstrative, highly extroverted, or publicly emotional about issues all the time. At its most simple level, it means openly believing in yourself and those around you, and being enthusiastic about what can be achieved. There are many ways to demonstrate this kind of passion. Here are a few ways in which you as leader can become more passionate and enthusiastic about your work:

- 1.** Write down the issues, goals, and causes that you are passionate about. Now ask yourself how you can show enthusiasm for them more often.
- 2.** Talk in positive terms with your colleagues about the issues or causes you strongly believe in and encourage them to make energetic contributions to the topic.
- 3.** Demonstrate your passion and enthusiasm in many different ways each day. Make sure this is visible to others and try to make it become infectious.
- 4.** Generate excitement about solving a problem or about the challenges of the future. Try to release as much energy as you can (in yourself and those around you).
- 5.** Widely share news of your successes when the causes you believe in are achieved or you have made substantial positive progress.

Emotional Intelligence

Understand your own strengths and weaknesses.

Consider the following twelve steps or activities to help you better understand your personal strengths and weaknesses:

1. Compare the relative knowledge or skill that you had in your job 12 months ago to the knowledge or skill you have now. Have you become more skilled and more knowledgeable? If not, why not?
2. Carry out a self-assessment of your overall skills or knowledge, and talk to others about their perceptions of any gaps you have identified.
3. Consider what you can realistically tackle in the next 12 months. In what areas might you need help? Think this through before talking to your manager.
4. Assess your general progress or performance for the last three months. Decide which three to five things you are most satisfied with and which three to five things you are the least-satisfied with.
5. Set long-term personal objectives with your manager, and be prepared to share these with your team.
6. Write down your personal objectives or goals, and mark several dates on your calendar to review them to make sure you stay focused.
7. Write down your general strengths and weaknesses for each part of your job. Develop a plan to improve several of these things, one at a time.
8. Identify new skills or competencies that would be useful to you. Set about learning or mastering them.
9. Think deeply about your career goals and the kinds of skills you lack or are weak in if you are to achieve these goals.
10. Revise and adjust personal-development goals for each logical performance period, and focus your efforts on one or two key areas, rather than across the board.
11. Set improvement goals to remedy any perceived job-related weaknesses or gaps. Establish appropriate ways to measure your improvement.
12. Solicit input from the whole team on how open you are to suggestions about what you can do to be a more-effective manager.