

California Psychological Inventory (CPI) 260 25B-3

| | |
|---|--|
| <div>TOPIC LEARNING OBJECTIVES</div> <div>Upon successful completion of this topic, the student will be able to:</div> <div><ol style="list-style-type: none">1. Recognize the relevant history of the CPI 260 instrument and its suitability as a self-awareness tool for members of the EDO community.2. Recognize the differences and connections between the Client Feedback Report (CFR) and the Coaching Report for Leaders (CRFL).3. Employ the methodology of the CPI 260 instrument to identify leadership strengths and developmental opportunities.4. Recognize the implications of individual metrics in comparison to other leaders.5. Translate results presented in CFR and CFRL into actionable feedback for use in self-improvement and the constant pursuit of more effective leadership.6. Develop a personal action plan to improve leadership skills in one or more areas.</div> | <div>STUDENT PREPARATION</div> <div>Student Support Material</div> <div><ol style="list-style-type: none">1. CPI 260 Client Feedback Report (CFR)2. CPI 260 Coaching Report for Leaders (CRFL)3. EDO Peer Comparison Report</div> <div>Primary References</div> <div><ol style="list-style-type: none">1. CPI 260 Certification Program Participants’ Resource Guide2. CPI 260 Manual3. CPI 260 Client Feedback Report Guide For Interpretation4. CPI 260 Coaching Report for Leaders Users Guide</div> <div>Additional References</div> <div><ol style="list-style-type: none">1. <u>For Your Improvement</u>, Judy Aanstad, PhD; Pamela Corbett, MA; Catherine Jourdan, MAEd; Roger Pearman, EdD2. <u>People Skills Handbook</u>, Michael M. Lombardo & Robert W. Eichinger</div> |
|---|--|



Overview

- CPI 260 History, Purpose, and Methodology
- Client Feedback Report
 - Scales
- Your Role: Three Questions
- Coaching Report for Leaders
 - Background
 - Report Logic
- Your Role: Three Questions
- Metrics



Psych 101



You completely control the success you have in your career!



Background

■ Purpose

- Describes you from perspective of knowledgeable and objective others
 - *Derived from a recognition of your comfort zones providing insight into potential blind spots*
- Employs “normal” characteristics that matter
- Adds to what is known about yourself from other sources
- Utilizes a **comparison** of your results to others

■ History

- Definitions and descriptions of scales come from experience and observation – **not** theory or expectations
- First published version (CPI 480) in 1956
- Latest version of the CPI 260 unveiled in 2002 (4th CPI version)
- Employed in the Senior Course since 2003



What Does Objective & Candid Feedback Look Like?

How would *your best friend* rate you on these scales?

Dominance

1. Quiet
Shy
Cautious

Assertive
Ambitious
Initiating

Independence

2. Submissive
Worrying
Mild

Enterprising
Individualistic
Independent

Responsibility

3. Flirtatious
Rebellious
Show-off

Organized
Efficient
Methodical



Data Collection and Analysis

- Feedback collection was conducted for 3000 male and 3000 female respondents
 - Each respondent completed assessment on the CPI items
 - Each respondent was described (using similar feedback collection) by their family, friends, colleagues, etc.
- Thorough comparative analysis revealed significant trends (for some scales) that could be used to predict external feedback using only the client's input
- Demographic variables were used to pare down the number of scales to only those with the greatest degree of discernment between tendencies of respondents on either end of the scale, without regard to demographics



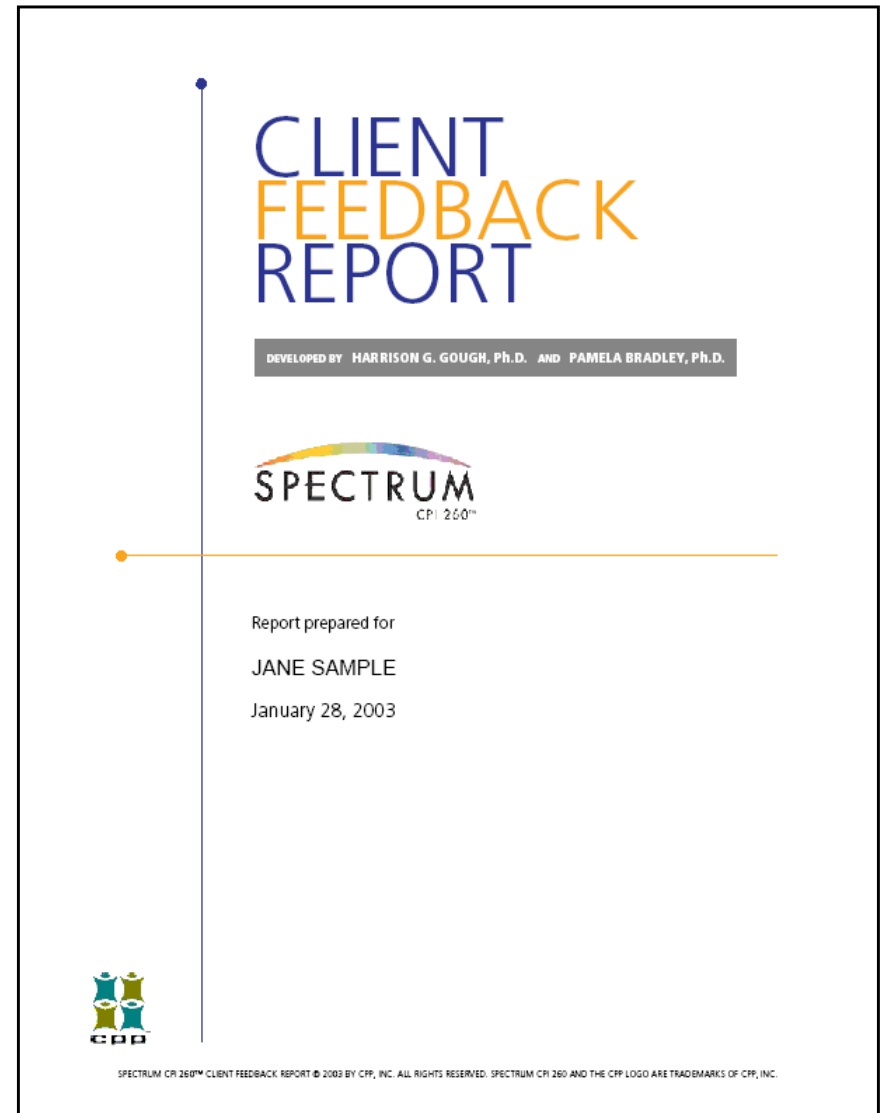
Overview

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Client Feedback Report (CFR)

- The CFR is a metrics report
 - Displays your CPI 260 scores on 29 scales
 - Illustrates how your scale scores compare to the ***U.S. adult population***
 - Data from this report forms the basis for the Coaching Report For Leaders (CRFL)





Screening of Responses

- Your report was screened for indications of unusual trends with 4 possible results:
 1. No indication of anything unusual
 2. Answers put more emphasis on favorable qualities and less on unfavorable qualities. Scores on some scales may be too high
 3. Answers put more emphasis on your problems and worries than is typical. As a consequence, your scores on some scales may be too low
 4. Answers displayed a pattern of randomness, the effect of which is to lower some scores and raise others, to an extent that could make all of the results invalid

Results #2, #3, or #4 may be justifiable – further investigation required



CPI 260 Lifestyle Scales (v.1)

How is your typical approach to engagement with others?

**Interactive
Expressive
Proactive**

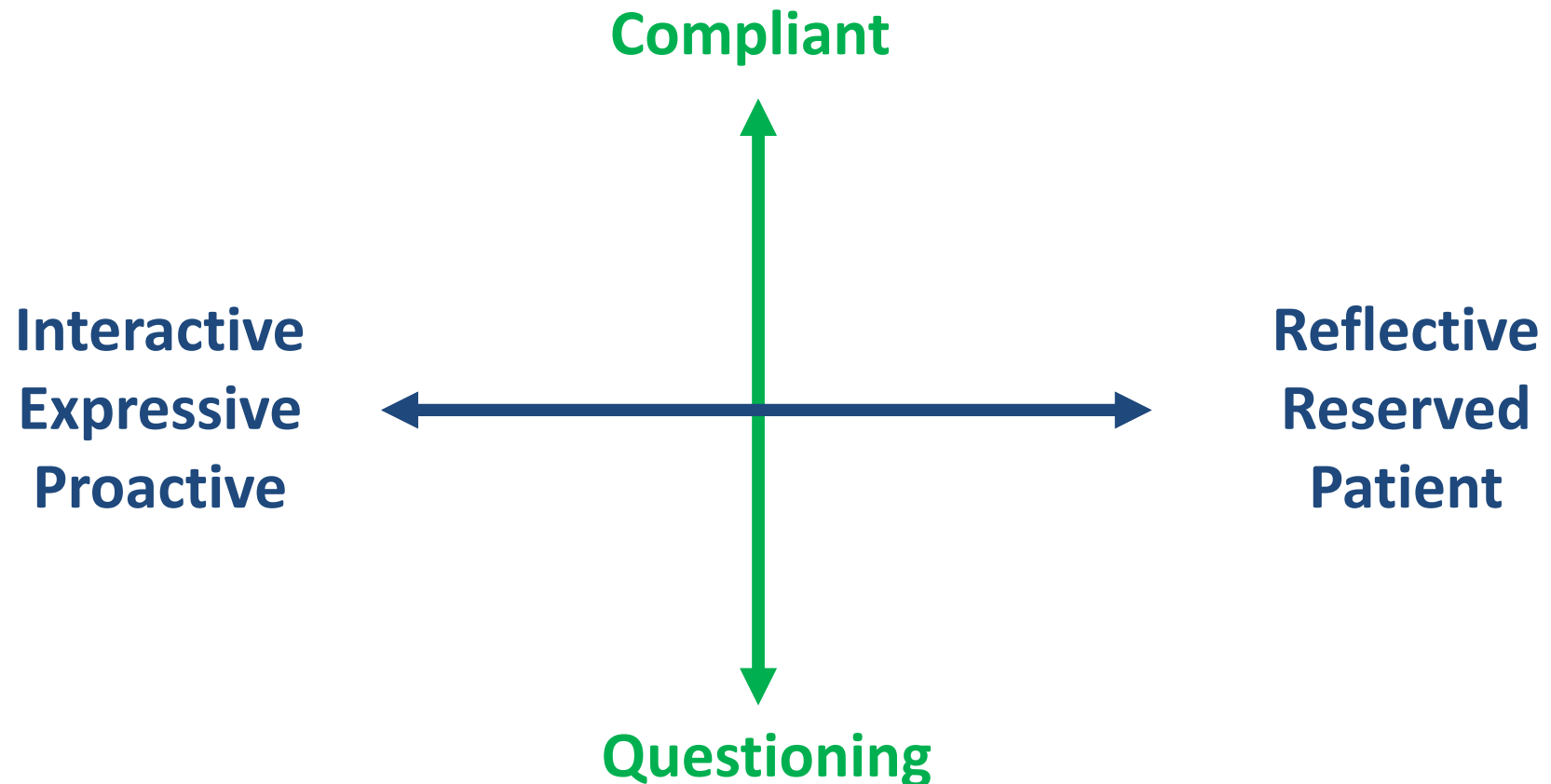


**Reflective
Reserved
Patient**



CPI 260 Lifestyle Scales (v.2)

What is your orientation towards societal norms/customs/rules?





Management Style Translation

Implementer

Alpha Quadrant

- Influential in promoting orderly change
- Work to sanctioned organizational goals
- Emphasize accountability & planning
 - Deliberate in follow-up

Initiates action
Confident in social situations

- “Turn-around” style managers
- Tend to question the organizational goals
 - Inspire rather than deal with accountabilities
- Initiate rather than follow through

Innovator

Gamma Quadrant

Rule-favoring
Likes stability
Agrees with others

Supporter

Beta Quadrant

- Take cues from managers above
- Work to sanctioned organizational goals
- Known for support and implementation
- Come across as low-key; avoid spotlight

Focuses on inner life
Values own privacy

- Tend to lead best in small organizations
 - Innovative and imaginative
- Prefers independence or small groups with similar expertise or interest
 - More low-key than verbal

Visualizer

Delta Quadrant

Rule-questioning
Personal value system
Disagrees with others

Your Results Are In

CLIENT FEEDBACK REPORT

DEVELOPED BY HARRISON G. GOUGH, Ph.D. AND PAMELA BRADLEY, Ph.D.



Report prepared for

JANE SAMPLE

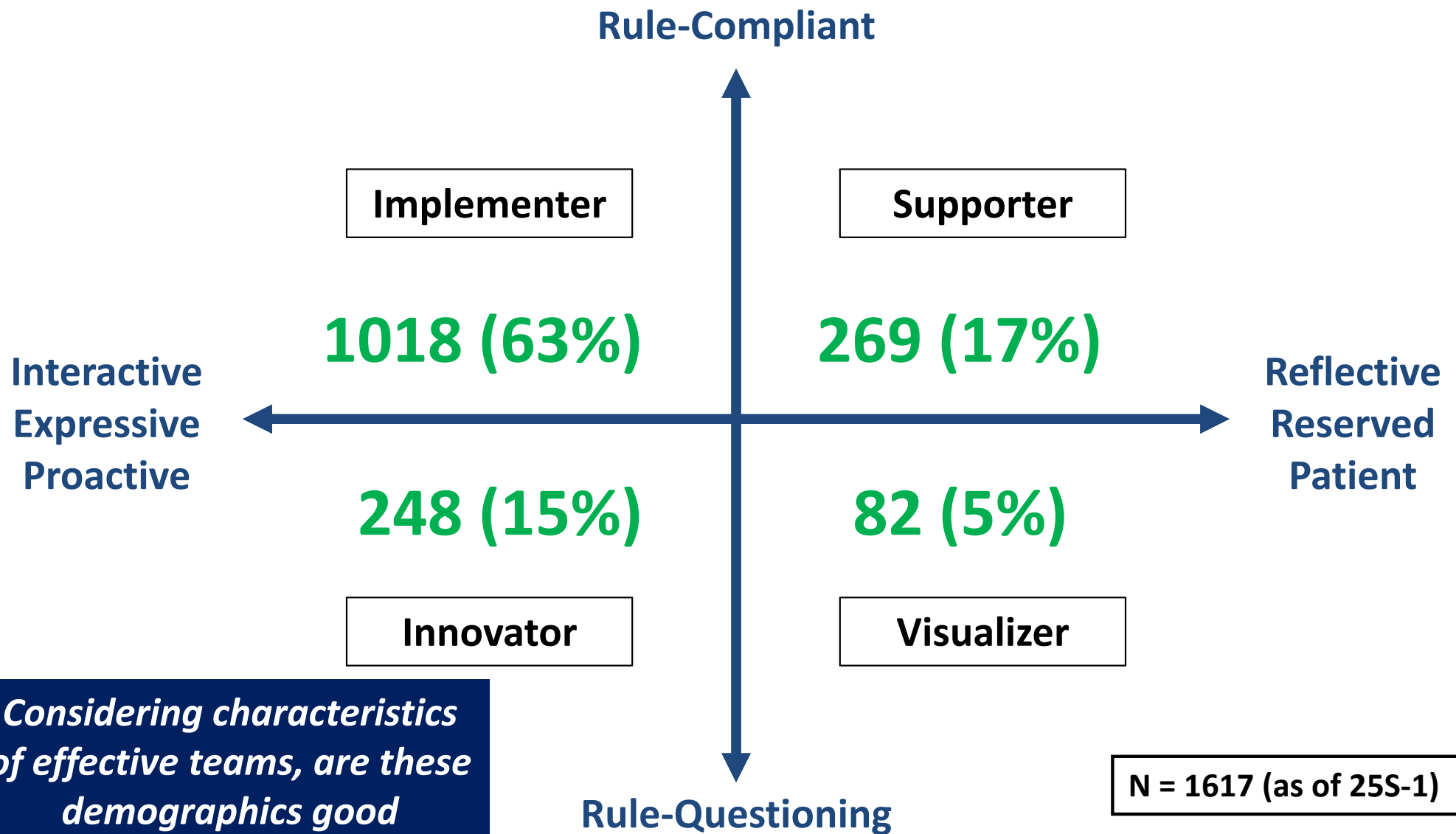
January 28, 2003



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EDO Historical Lifestyles



N = 1617 (as of 25S-1)

Considering characteristics of effective teams, are these demographics good or bad?



CPI 260 Lifestyle Scales (v.3)

Satisfaction

Implementer

Supporter

Innovator

Visualizer

This scale has a major impact on overall results

- Attempts to capture the degree to which one strives to take their particular lifestyle to its positive potential
- Higher scores tend to be reflected in higher scores on the other scales
- Lower scores tend to reflect in lower scores on other scales

Theme 3 – Integration

Uncomfortable
Dissatisfied
Unfulfilled
Unsure

1

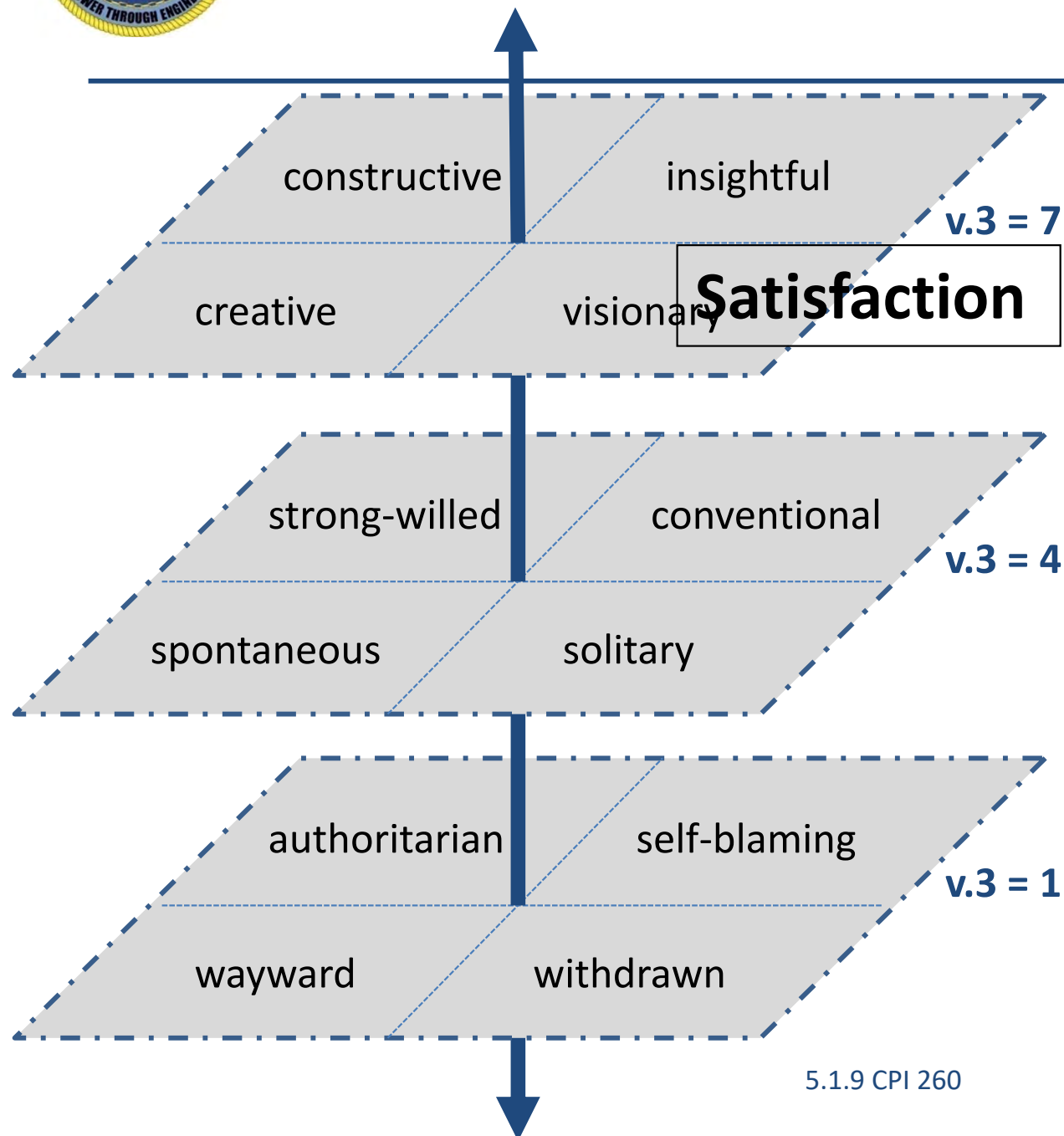
4

7

Self-actualized
Confident
Competent
Controlled



CPI 260 Lifestyle Scales (v.3)



This scale has a major impact on overall results

- Attempts to capture the degree to which one strives to take their particular lifestyle to its positive potential
- Higher scores tend to be reflected in higher scores on the other scales
- Lower scores tend to reflect in lower scores on other scales

Norm-favoring

Rule-abiding

Supports customs, cooperative, steadfast, conforming

ALPHA

Affiliative
Constructive
Sociable
Charismatic
Ambitious
Assertive
Outgoing
Enterprising

Rigid
Dictatorial
Elusive
Self-focused
Manipulative
Defensive

BETA

Nurturant
Inspirational
Insightful
Cautious
Attentive
Reflective
Virtuous
Contemplative

Conventional
Moderate
Unassuming
Conforming
Mild
Arbitrary

Theme 1 – Externality

Involved
Participative
Active

Internality

Detached
Inward
Subdued

Innovative
Adventurous
Clever
Progressive
Spontaneous
Insightful
Distant
Open
Questioning

Headstrong
Alienated
Intolerant
Rebellious
Skeptical

Pensive
Creative
Perceptive
Quiet
Visionary
Imaginative
Sensitive
Reserved

Worrying
Indifferent
Pre-occupied
Disinterested
Fragmented
Private

GAMMA

DELTA

Norm Doubting

Rule-resisting

Challenges convention, innovative, disruptive



Introduction to the Scales

Dealing with Others

1. Dominance (4)
2. Capacity for Status
3. Sociability (2)
4. Social Presence
5. Self-acceptance (2)
6. Independence (3)
7. Empathy (3)

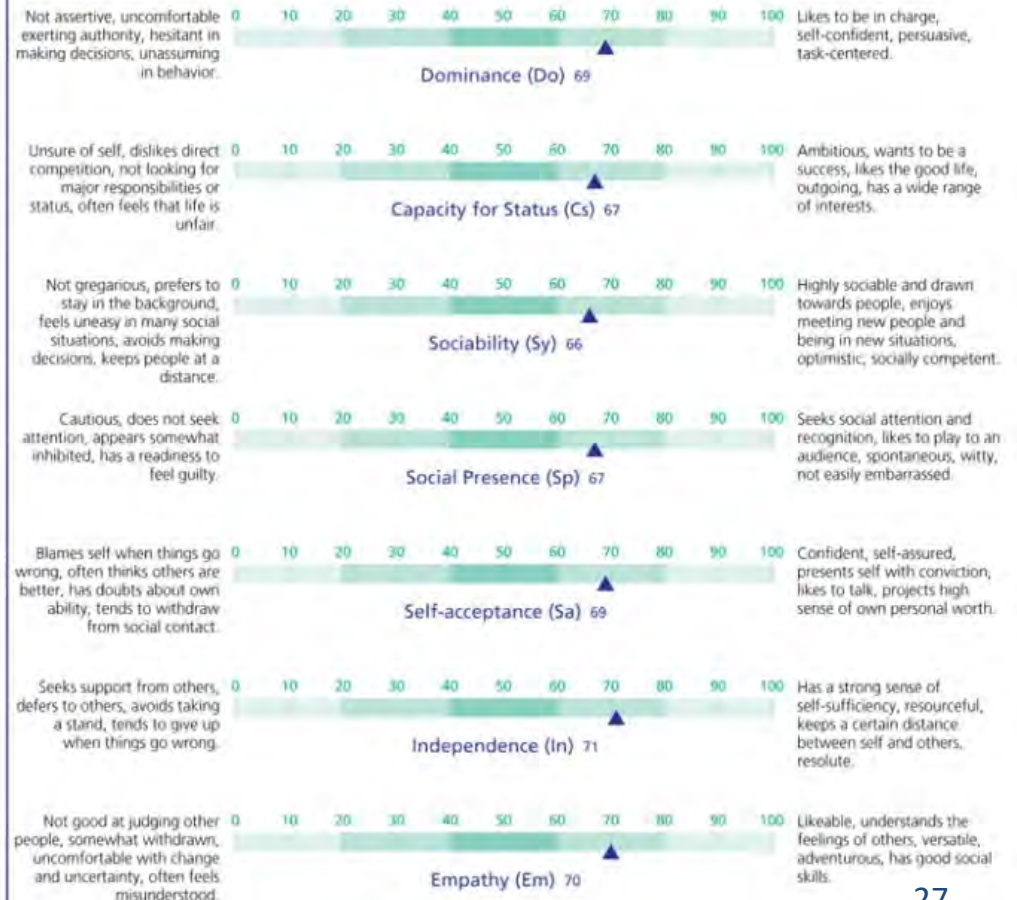
- Comparison to general U.S. population
 - Sample size = 6000
- Gauges likelihood that knowledgeable others would characterize respondent using the listed descriptors on either side
 - $\mu = 50$; $\sigma = 10$

6

CLIENT FEEDBACK REPORT FOR JANE SAMPLE

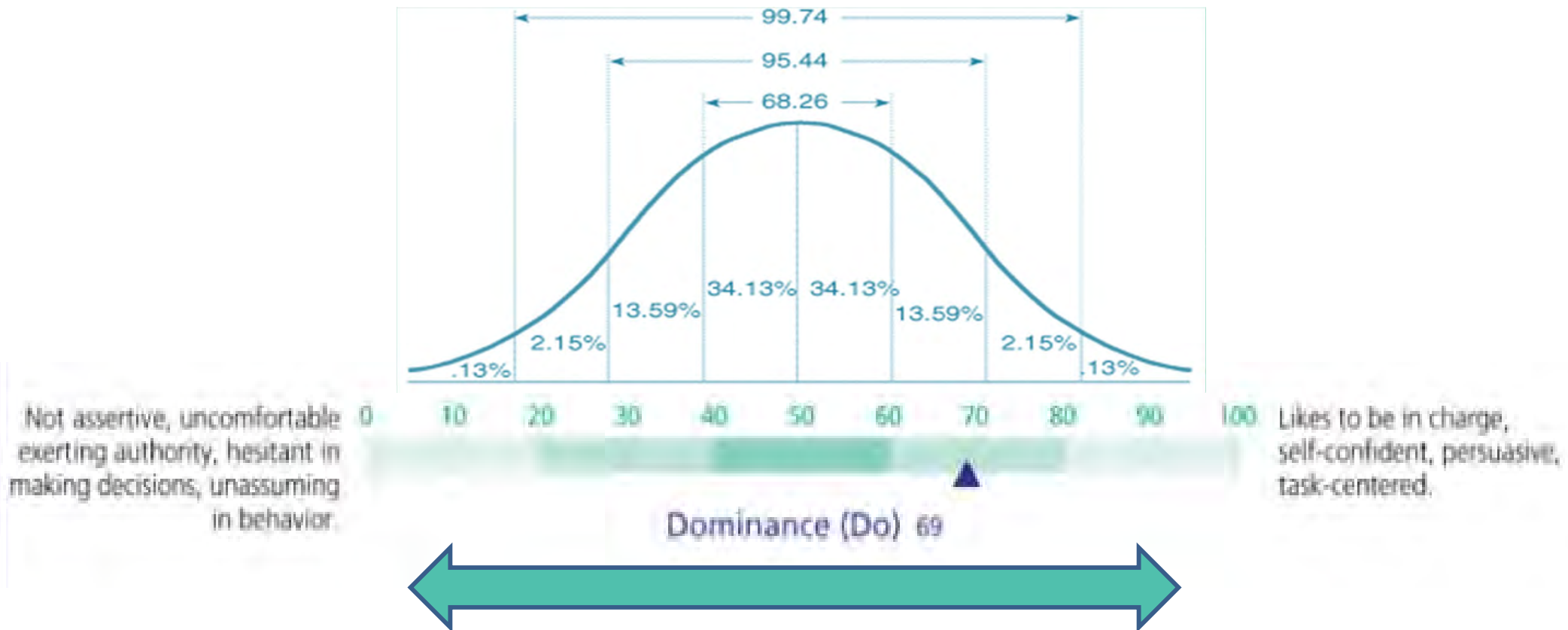
Scores are reported in standardized form, based on a norm sample of 6,000 persons (3,000 men, 3,000 women). For each scale, 50 is the norm-based midpoint. The lower the score, the more relevant will be the comments to the left of the graph; the higher the score, the more relevant will be those to the right of the graph.

DEALING WITH OTHERS





Introduction to the Scales



- Note: ideal characteristics may be situation-dependent

Consider the good and bad on both sides
Decide what works best for you



Introduction to the Scales

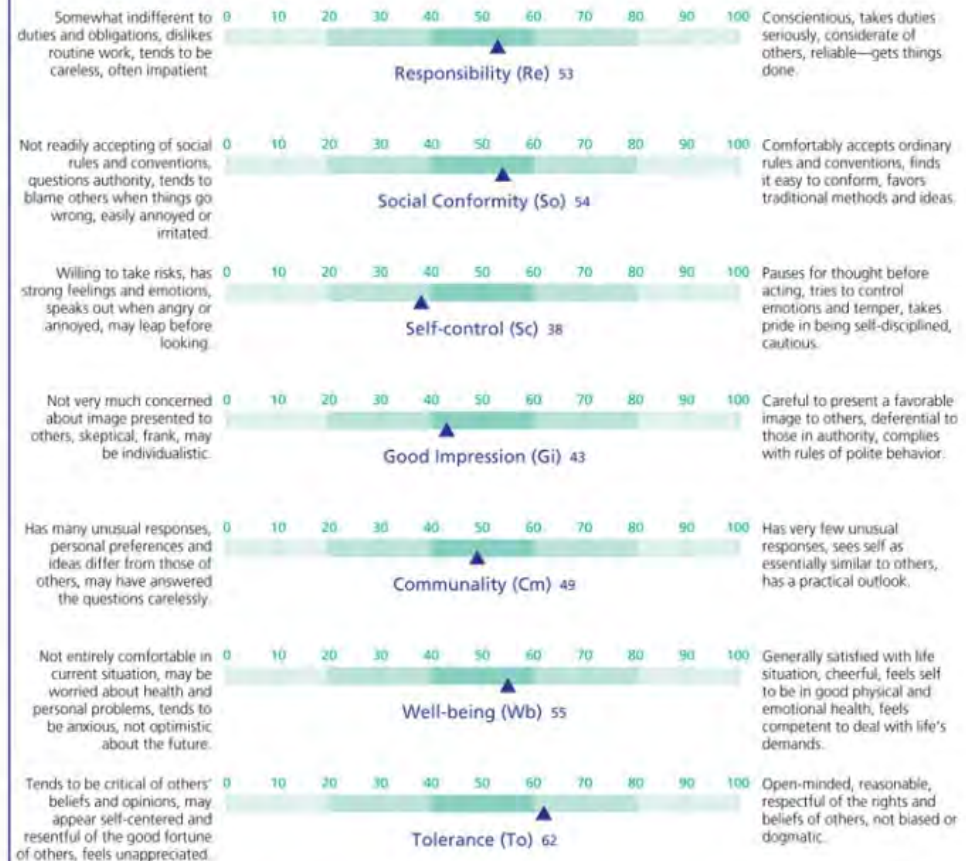
Self-Management

1. Responsibility
2. Social Conformity (2)
3. Self-control (3)
4. Good Impression
5. Communality
6. Well-being
7. Tolerance

7

CLIENT FEEDBACK REPORT FOR JANE SAMPLE

SELF-MANAGEMENT



■ Comparison to general U.S. population

— Sample size = 6000

■ Gauges likelihood that knowledgeable others would characterize respondent using the listed descriptors on either side

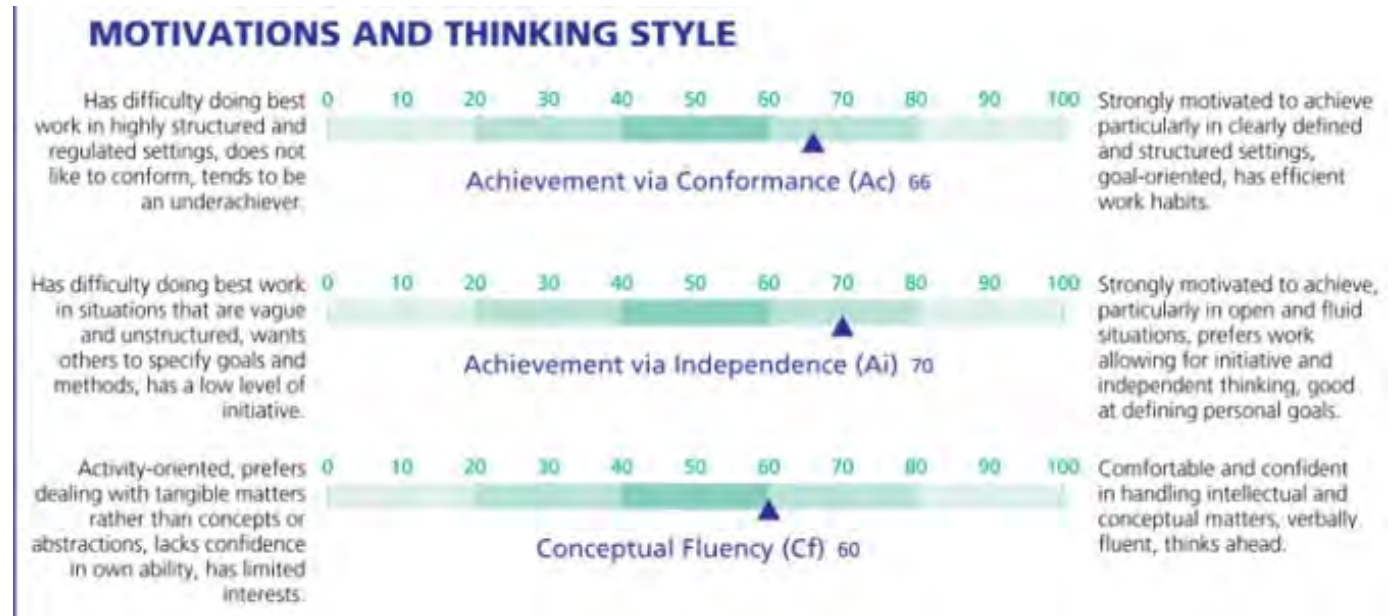
3 — Mean = 50 σ = 10



Introduction to the Scales

Motivations & Thinking Styles

1. Achievement via Conformance
2. Achievement via Independence
3. Conceptual Fluency



- Comparison to general U.S. population
 - Sample size = 6000
- Gauges likelihood that knowledgeable others would characterize respondent using the listed descriptors on either side
 - Mean = 50 σ = 10



Introduction to the Scales

Personal Characteristics:

1. Insightfulness
2. Flexibility
3. Sensitivity

CLIENT FEEDBACK REPORT FOR JANE SAMPLE

PERSONAL CHARACTERISTICS



- Comparison to general U.S. population
 - Sample size = 6000
- Gauges likelihood that knowledgeable others would characterize respondent using the listed descriptors on either side
 - Mean = 50 σ = 10



Sensitivity Scale

- Assesses a person's interest in and capacity for patience and personal and interpersonal awareness
- [more technically] - Likelihood of responding to a stimulus
 - Low Score (30-45)
 - Generally more tough-minded than sensitive
 - Task and goal oriented
 - **Can be impatient with others**
 - Self-sufficient
 - Emotionally independent
 - Able to live with the emotional consequences of their own behavior

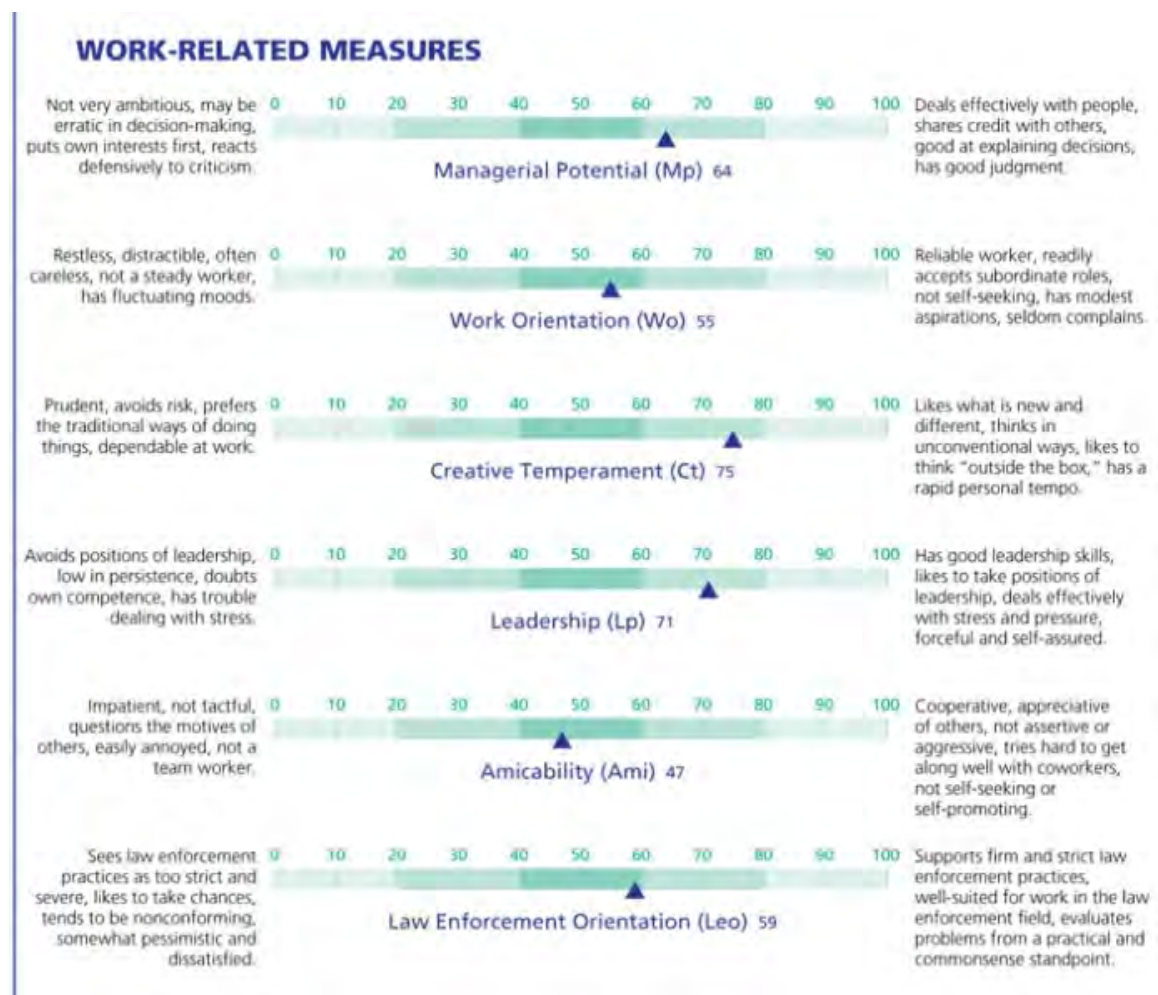
Can low sensitivity be beneficial to successful leadership?



Introduction to the Scales

Work Related Measures

1. Managerial Potential
2. Work Orientation
3. Creative Temperament (2)
4. Leadership (2)
5. Amicability
6. Law Enforcement Orientation



- Comparison to general U.S. population
 - Sample size = 6000
- Gauges likelihood that knowledgeable others would characterize respondent using the listed descriptors on either side



Overview

- CPI 260 History, Purpose, and Methodology
- Client Feedback Report
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- **Your Role: Three Questions**
- Coaching Report for Leaders
 - Background
 - Report Logic
- Your Role: Three Questions
- Metrics



Outcomes may be more a reflection of your natural preferences than your actual behavior



Let's Talk

- What?
 - The results are approximations, not precise indicators
 - Ponder your results in the context of your known comfort zones
 - Consider the potential external perceptions presented
- So What?
 - If you agree, decide if consistent with the type of leader you want to be and do you already have handling measures in place
 - If not in agreement, try to corroborate with other feedback and/or discuss with practitioner for clarification
- Now What?
 - Think about scenarios where the various scales may be relevant
 - Identify any areas you want to work on
 - Follow through



Overview

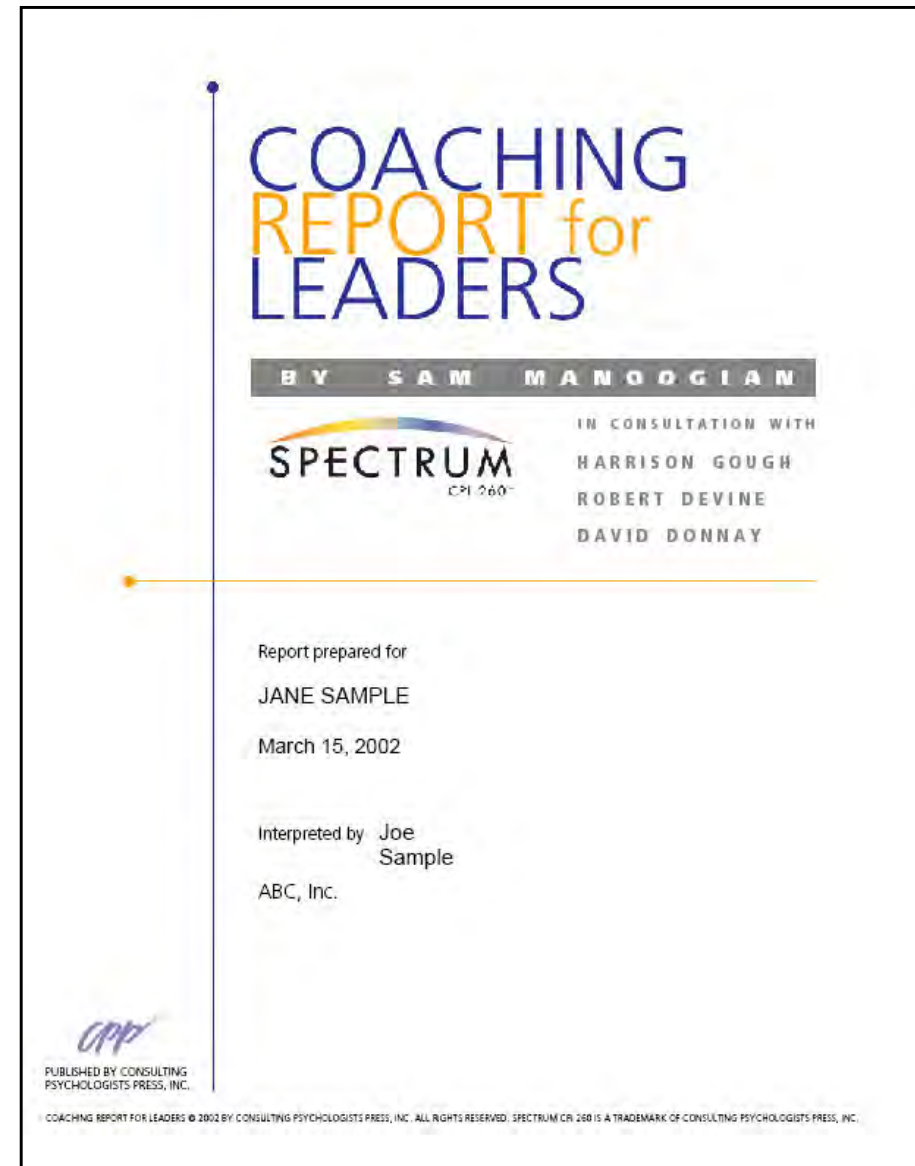
- CPI 260® History, Purpose, and Methodology
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Coaching Report for Leaders (CRFL)

The CRFL - another tool for your personal leadership development toolbox

- Identifies strengths, developmental opportunities, and areas to evaluate further
- Report based on your CPI scale scores in comparison to an **Executive Norm Group (ENG)**
 - Each characteristic is defined by the combination of 2 carefully selected CFR scales





Impact on Safety?

R 062359Z JAN 25 ZYB MID320000712416U

FM COMPACFLT PEARL HARBOR HI

TO ALPACFLT

INFO CNO WASHINGTON DC

COMPACFLT PEARL HARBOR HI

BT

UNCLAS

MSGID/GENADMIN/COMPACFLT/DEC/ALPACFLT 001/25//

SUBJ/U.S. PACIFIC FLEET ORDER - SAFETY//

REF/A/MSG/CPF/ALPACFLT 24-010/301939ZJUL24//

REF/B/MSG/CPF/ALPACFLT 24-014/010147ZNOV24//

NARR/REF A is Professionalism Fleet Order. REF B is Combat Readiness Fleet Order.//

RMKS/1. This Fleet Order on safety is the third in an updated series of U.S. Pacific Fleet Orders. It defines safety as it applies to the mission of the Pacific Fleet, describes why we practice safety in all we do, and outlines my expectations on safety for every Command, Sailor, and civilian in U.S. Pacific Fleet.

2. Safety is a byproduct of our PACFLT Standard of professionalism and yields effective operations. Professional execution of proven safe practices reduces risks, prevents mishaps, and if they do occur, it prevents those mishaps from turning into disasters. Our professional safety culture is a Fleet fundamental that must be ingrained and fostered through professional behavior at all ranks and disciplined leadership by example. ***To support our safe operations we must practice critical self-assessment,*** procedural compliance, and continuous improvement. We will think critically to reduce risk, mitigate any assumed risk, while maintaining a questioning attitude, constant vigilance, and re-assessment.



Purpose of the Coaching Report

- Provide a practical, personalized assessment
 - How you may be viewed by others as a leader
 - Illustrate similarities and differences between you and typical executives or managers
 - Increase your effectiveness as a leader
 - Increase your self-awareness
 - Illuminate blind spots that may impair your effectiveness as a leader
 - Identify specific skills or behaviors you can develop

Perception is just one data point away from someone's reality



Leadership Characteristics

Self-Management

1. Self-awareness
2. Self-control
3. Resilience

Organizational Capabilities

4. Use of power and authority
5. Comfort with organizational structures
6. Responsibility & accountability
7. Decisiveness

Team Building & Teamwork

8. Interpersonal skill
9. Understanding others
10. Capacity for collaboration
11. Working with and through others

Problem Solving

12. Creativity
13. Handling sensitive problems
12. Action orientation

Sustaining the Vision

15. Self-confidence
16. Managing change
17. Influence
18. Comfort with visibility

Embedded in everyday situations
that individuals face

Selected because they can be
appropriately addressed



The Self-Discovery Process

| | | Known to Self | Unknown to Self |
|-------------------|------------------|---------------------------------|---|
| Known to Others | Public Knowledge | What We All See and Hear | Possible Blind Spots Feedback Required |
| | Private | Mine to Share | Unseen TBD |
| Unknown to Others | | | |

The Johari Window



Basic Principles

- The CPI 260 taps into your *comfort zone*
 - May not reflect who you are at work or at home, nor any handling measures already in place
- Report offers hypotheses based on algorithms
- You are the expert – self-assessment is required
- No ideal set of results
- Each situation is unique
- Change is possible, positive, and worth pursuing

Nothing in the report claims to be your truth

Your Results Are In

COACHING REPORT for LEADERS

BY SAM MANDOGIAN



IN CONSULTATION WITH
HARRISON GOUGH
ROBERT DEVINE
DAVID DONNAY

Report prepared for
JANE SAMPLE
March 15, 2002

Interpreted by Joe
Sample
ABC, Inc.



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Coaching Report for Leaders

Client Narrative (pp 4 -13)

4

YOUR LEADERSHIP CHARACTERISTICS

SELF-MANAGEMENT

Effective leaders are first of all effective in managing themselves—their time, their focus of attention, and their emotions. They know themselves, their strengths and weaknesses, their habits of thought and biases, their likes and dislikes.



1. SELF-AWARENESS

Because they are able to monitor and manage their own feelings and their impact on others, successful leaders can respond to people and events in an authentic, appropriate, and genuine manner.

- Like most successful leaders, you demonstrate a perceptive understanding of your own feelings and behavior and insight into the nuances of interpersonal behavior. You are well aware of how your behavior is interpreted and experienced by others, and can adjust your actions accordingly for maximum effect.
- You generally display a self-accepting, secure-with-yourself style of interacting. You are generally in touch with and accepting of who you are, and this style makes it easy for others to know what to expect from you and to work with you.



2. SELF-CONTROL

Effective leaders are disciplined and think before acting. Their self-control may come at the expense of some spontaneity and the free expression of feelings and emotional reactions, but it does not mean they are overly reserved or inflexible. See also Use of Power and Authority.

- More than most executives, others see you as stable, dependable, and considerate of your co-workers. You are disciplined, and like to anticipate and plan for the unexpected.
- You tend to place an extremely high value upon order, constancy, and stability. Others experience you as very patient, organized, and conscientious—but also extremely cautious and conservative about your reactions, decisions, and behavior.
- Your caution may make you uncomfortable with rapid decision-making, and less tolerant than others of normal levels of ambiguity, conflict, or controversy.
- **SUGGESTED ACTION STEP:** Solicit feedback from co-workers, especially your manager, about your flexibility, engagement, and sense of urgency. Specifically ask about the degree to which others see you as too controlled, or subdued in your actions, or too supportive of the status quo.

Core summary area

Leadership characteristics
“on track” behavior
descriptions

Descriptive bullet points
regarding likely descriptions
of you relative to the “on
track” behavior

Suggested action steps



Coaching Report Internal Logic

■ How the report logic works:

- Each leadership characteristic compares your results to ENG results on two carefully selected CPI 260 scales
- If your results on both scales are within ENG “mid-range” → a strength
- Beyond the “mid-range”, logic varies for each leadership characteristic

13. Handling Sensitive Problems

Legend



- Strength



- Developmental Opportunity



- Undetermined

| | | Low | Mid-range | High | | |
|---------------------------------|-----------|-------------------|-----------|------|--|-----------|
| E M P A T H Y | High | | | | | High |
| | Mid-range | | | | | Mid-range |
| | Low | | | | | Low |
| | | D O M I N A N C E | | | | |
























Coaching Report for Leaders

Snapshot (p 14)

14

SNAPSHOT OF YOUR LEADERSHIP CHARACTERISTICS

| YOUR LEADERSHIP CHARACTERISTICS |  CONSIDER THESE YOUR STRENGTHS |  EXAMINE THESE POTENTIAL DEVELOPMENTAL OPPORTUNITIES |  ACCESS WHETHER THESE BEHAVIORS WORK TO YOUR ADVANTAGE |
|---|---|---|---|
| SELF MANAGEMENT | | | |
| 1. Self-Awareness |  | | |
| 2. Self-Control |  | | |
| 3. Resilience |  | | |
| ORGANIZATIONAL CAPABILITIES | | | |
| 4. Use of Power & Authority | |  | |
| 5. Comfort with Organizational Structures | |  | |
| 6. Responsibility & Accountability |  | | |
| 7. Decisiveness | | |  |
| TEAM BUILDING & TEAMWORK | | | |
| 8. Interpersonal Skill | | |  |
| 9. Understanding Others | | |  |
| 10. Capacity for Collaboration |  | | |
| 11. Working With and Through Others |  | | |
| PROBLEM SOLVING | | | |
| 12. Creativity |  | | |
| 13. Handling Sensitive Problems |  | | |
| 14. Action Orientation |  | | |
| SUSTAINING THE VISION | | | |
| 15. Self-Confidence |  | | |
| 16. Managing Change | | |  |
| 17. Influence |  | | |
| 18. Comfort with Visibility |  | | |

Leadership characteristics and core areas

Your strengths

Your developmental opportunities

TBD – You decide



Coaching Report for Leaders

Next Steps (pp 15-17)

15

NEXT STEPS

So what does all this mean? How should you think about the next steps you want to take in developing yourself as a manager and leader? There are two alternative ways to begin planning your next steps: (1) You can start with what you have learned about yourself from this report, and move on from there. (2) You can start with the challenges you are currently facing as a leader, and look to this report for some insight in meeting these challenges. Below, we offer some guidance on both approaches. These are not mutually exclusive, and you may want to consider both.

STARTING WITH YOURSELF

CONSIDER YOUR STRENGTHS

First, look at your strengths as indicated on your Snapshot page. Consider those Leadership Characteristics listed in the Notebook section that, on balance, you consider to be personal strengths, as well as those listed in the Check Mark section.

In the left column, list those strengths that you tend to rely on most. These represent skills or competencies that you are comfortable exercising. In the right column, list those strengths that may have surprised you, or that you are less comfortable using. These represent potential skills or competencies that may have the greatest potential for you.

| STRENGTHS I RELY ON | STRENGTHS I COULD USE |
|---------------------|-----------------------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

The strengths in the first column are those that, in your own judgment, already work well for you. Most managers and executives will find the greatest benefit by focusing on those areas of strength that they are less comfortable using: those in the right column.

- Mark these strengths from the right column on your Snapshot and then go back and read the detailed comments printed for you in the body of this report.
- Consider your functional area, your role and level in the organization, and the written and unwritten rules in your organization as you assess the analysis presented. Do you agree with the observations and descriptions as reasonably accurate?
- Consider ways in which you can develop these strengths further (such as by accepting a new assignment, finding a mentor, or just making mental note to yourself to practice this strength conscientiously).

Two interactive approaches:
Starting with Yourself and
Starting with Your Situation

Focus on **strengths**, known and
"surprises," leverage these
more

Consider developmental
opportunities; known and
"blind spots." Take action

Focus on 2 or 3 key things



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Let's Talk

- What?
 - The results are approximations, not precise indicators
 - Ponder your results in the context of your known comfort zones
 - Consider the potential external perceptions presented
- So What?
 - Reflect on any blind spots/strengths that have been revealed
 - Think about potential consequences in certain scenarios
 - If not in agreement, try to corroborate with other feedback and/or discuss with practitioner for clarification
- Now What?
 - Decide which elements of the report are true-to-life and develop an action plan to address appropriately, where necessary



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EDO Historical Leadership Characteristics Summary

N= 1379 (Incl. 22B-4)

| | Consider these your Strengths | | Examine these potential Developmental Opportunities | | Assess whether these behaviors work to your advantage | |
|--|-------------------------------|-------|---|-------|---|-------|
| | Rank | Count | Rank | Count | Rank | Count |
| Self-Awareness | 9 | 666 | 2 | 691 | 15 | 22 |
| Self-Control | 17 | 414 | 12 | 451 | 4 | 514 |
| Resilience | 5 | 748 | 15 | 355 | 9 | 276 |
| Use of Power and Authority | 13 | 470 | 10 | 452 | 6 | 457 |
| Comfort with Organizational Structures | 6 | 723 | 18 | 138 | 3 | 518 |
| Responsibility and Accountability | 2 | 841 | 6 | 534 | 16 | 4 |
| Decisiveness | 4 | 749 | 11 | 452 | 11 | 178 |
| Interpersonal Skill | 10 | 641 | 14 | 363 | 7 | 375 |
| Understanding Others | 12 | 614 | 17 | 186 | 2 | 579 |
| Capacity for Collaborating | 15 | 464 | 13 | 435 | 5 | 480 |
| Working with and Through Others | 11 | 634 | 4 | 579 | 13 | 166 |
| Creativity | 14 | 469 | 3 | 668 | 10 | 242 |
| Handling Sensitive Problems | 8 | 683 | 1 | 696 | 18 | 0 |
| Action Orientation | 18 | 414 | 16 | 307 | 1 | 658 |
| Self-Confidence | 1 | 842 | 7 | 534 | 17 | 3 |
| Managing Change | 16 | 440 | 5 | 578 | 8 | 361 |
| Influence | 3 | 759 | 9 | 454 | 14 | 166 |
| Comfort with Visibility | 7 | 702 | 8 | 499 | 12 | 178 |



Leadership Characteristic Definitions

1. **Self-Awareness**: Attentiveness to inner emotions (self and others), while remaining generally optimistic and realistic about personal strengths and limitations.

2. **Self-Control**: Management of emotions in thinking before acting, leading to actions that are deliberate and also considerate of external norms or expectations

3. **Resilience**: Effectively manages the pressures and demands of work and overcomes adversity; has emotional and physical stamina and reserves

4. **Use of Power & Authority**: Comfortably and appropriately, without abusing it, employs influence afforded by position

5. **Comfort w/Structure**: Work productively within formal rules, policies, chain of command, processes and unwritten norms

6. **Responsibility and Accountability**: Manages self from a stance of personal responsibility; comfort in ownership of the consequences of the work of others

7. **Decisiveness**: Comfort and expediency in taking appropriate actions with or without input; confidence in taking the unpopular position with resolve to “stay the course”

8. **Interpersonal Skill**: Effectively and comfortably engages with others in a cooperative, open and friendly manner

9. **Understanding Others**: Having a grasp of human dynamics and an ability to convey this interest and information to others



Leadership Characteristic Definitions

10. Capacity for Collaboration: Receptive to ideas and input from others

11. Working With/Through Others: One's ability to solicit input and share decision making; delegate work and responsibility

12. Creativity: Ability to generate innovative ideas, challenging status quo when necessary, with persistence, and resolve to drive ideas to fruition

13. Handling Sensitive Problems: Proactive in addressing issues and problems, and does so in a respectful, skillful, yet results-oriented manner

14. Action Orientation: Engages as necessary to drive change following adequate deliberation and assessment

15. Self-Confidence: Projects personal confidence, optimism, and leadership presence that inspires others to follow

16. Managing Change: Ability to balance the benefits of order and stability with the benefits of flexibility, change, and growth

17. Influence: Having confidence and communication skills that enable persuasiveness without being overbearing

18. Comfort w/Visibility: Desire and ability to be involved with people and projects that are viewed as important by others



Developmental Opportunities



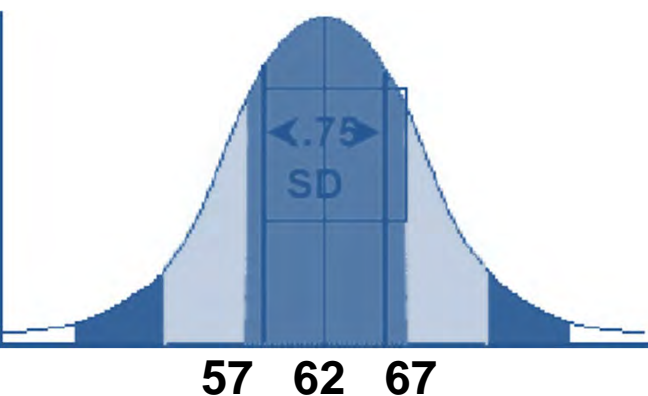


11. Working With/Through Others

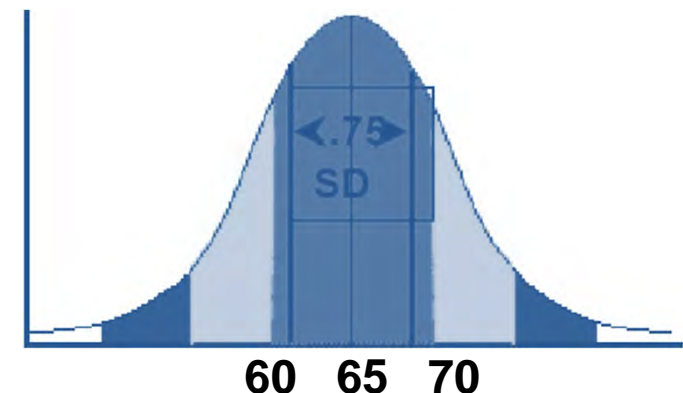
| I N D E P E N D E N C E | Low | Mid-range | High | |
|--|-----|-----------|------|--|
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| | | | | |
| I N D E P E N D E N C E | Low | Mid-range | High | |
| | | | | |
| | | | | |
| MANAGERIAL POTENTIAL | | | | |

Dynamic Relationship of the component scales:

Illuminates varying approaches to collaboration, from a self-sufficient, indifferent approach to one that is highly affiliative



5.1.9 CPI 260





11. Working With/Through Others

- Desired State:
 - Seeks, accepts, and integrates the view of others in decision making
 - Subordinates are provided with sufficient opportunities for leadership and engagement
 - Workload fairly distributed among the workforce
 - Uses the power of collaboration (efficiently)
- Traps
 - If overdone:
 - People-pleasing at the expense of productive stability
 - Inconsistency
 - Convoluted solutions
 - If undercooked:
 - Overextension of one's self; "lone wolf"
 - Half-baked, ineffective solutions
 - Under-engaged/utilized workforce



11. Working With/Through Others

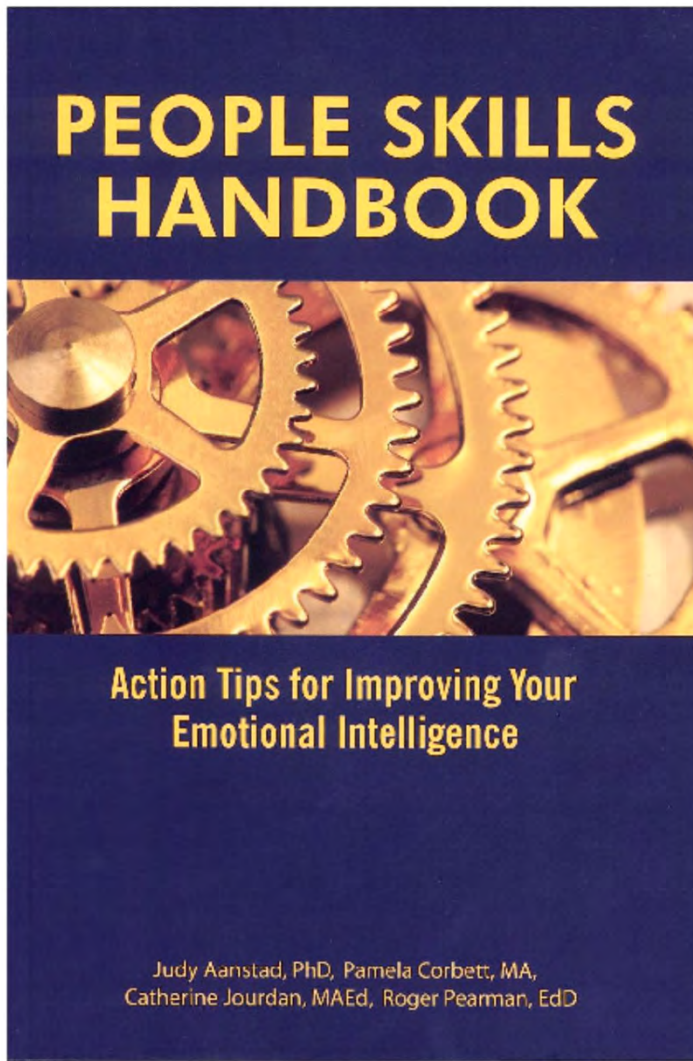
■ Sample Action Plan:

- Enlist support from your subordinates and peers for suggestions on how you may improve in this area. Reflect & repeat
- Choose one of your projects/tasks to delegate to a subordinate and resolve to only check in occasionally to offer support. Reflect & repeat
- Take on a new project that requires team collaboration and employ all elements of the “desired state” from previous slide. Reflect & repeat
- Reflect on your degree of job satisfaction, consider source(s) of stress and determine ways to mitigate or eliminate
- Enroll in relevant leadership and communications courses
- Work with a leadership partner for individualized coaching

*Accomplishing bigger and more complex tasks
than one person can do alone*



Resources



- 54 EQ Competencies with Action Tips
 - Checklists: Talented, Skilled, Unskilled
 - Big picture view
 - Barriers to effectiveness
 - Quick action tips
 - Related competencies
 - Learn from experience
 - Resources
- 8 Toolboxes
 - 54 EQ competencies and definitions
 - Career stallers and interpersonal problems
 - Personal and work challenges
 - If you don't find what you are looking for, look here...
 - Link EQ competencies to assessments (i.e., CPI 260)
 - EQ development opportunities for the 16 Personality Types (MBTI) (page 442)
 - Identifying emotions
 - EQ action plan



Closing

- Your results
 - are derived from comparison of your input to these other groups:
 - General U.S. population
 - Executive Norm Group (ENG)
 - EDO peers
 - may identify leadership strengths and developmental opportunities that may translate into actionable feedback for self-improvement
 - may not reflect actual individual handling measures already in place
 - are of no value if dismissed without consideration
 - are of great value when pursued with deliberate intent to mitigate blind spots



What To Do With This Info

- Validate your reports
- Identify the areas you want to work on
- Select a leadership partner:
 - Someone you trust and that you are comfortable talking to
 - Someone who will make time to work with you
 - If none available, work with a professional
- Set goals and actively pursue your developmental opportunities
- Seek training opportunities
- Read and reflect
- Follow through!
- Leverage your strengths