

**California Psychological Inventory
(CPI) 260
25B-3**

Version 5.1 25 MAR 2025

5.1.9 California Psychological Inventory 260

TIME: 2.5 HR

TOPIC LEARNING OBJECTIVES

Upon successful completion of this topic, the student will be able to:

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.

STUDENT PREPARATION

Student Support Material

1. CPI 260 Client Feedback Report (CFR)
2. CPI 260 Coaching Report for Leaders (CRFL)
3. EDO Peer Comparison Report

Primary References

1. CPI 260 Certification Program Participants' Resource Guide
2. CPI 260 Manual
3. CPI 260 Client Feedback Report Guide For Interpretation
4. CPI 260 Coaching Report for Leaders Users Guide

Additional References

1. For Your Improvement, Judy Aanstad, PhD; Pamela Corbett, MA; Catherine Jourdan, MAEd; Roger Pearman, EdD
2. People Skills Handbook, Michael M. Lombardo & Robert W. Eichinger



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 | Assertive |
| Shy | Ambitious |
| Cautious | Initiating |

Independence

- | | |
|---------------|-----------------|
| 2. Submissive | Enterprising |
| Worrying | Individualistic |
| Mild | Independent |

Responsibility

- | | |
|----------------|------------|
| 3. Flirtatious | Organized |
| Rebellious | Efficient |
| Show-off | 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



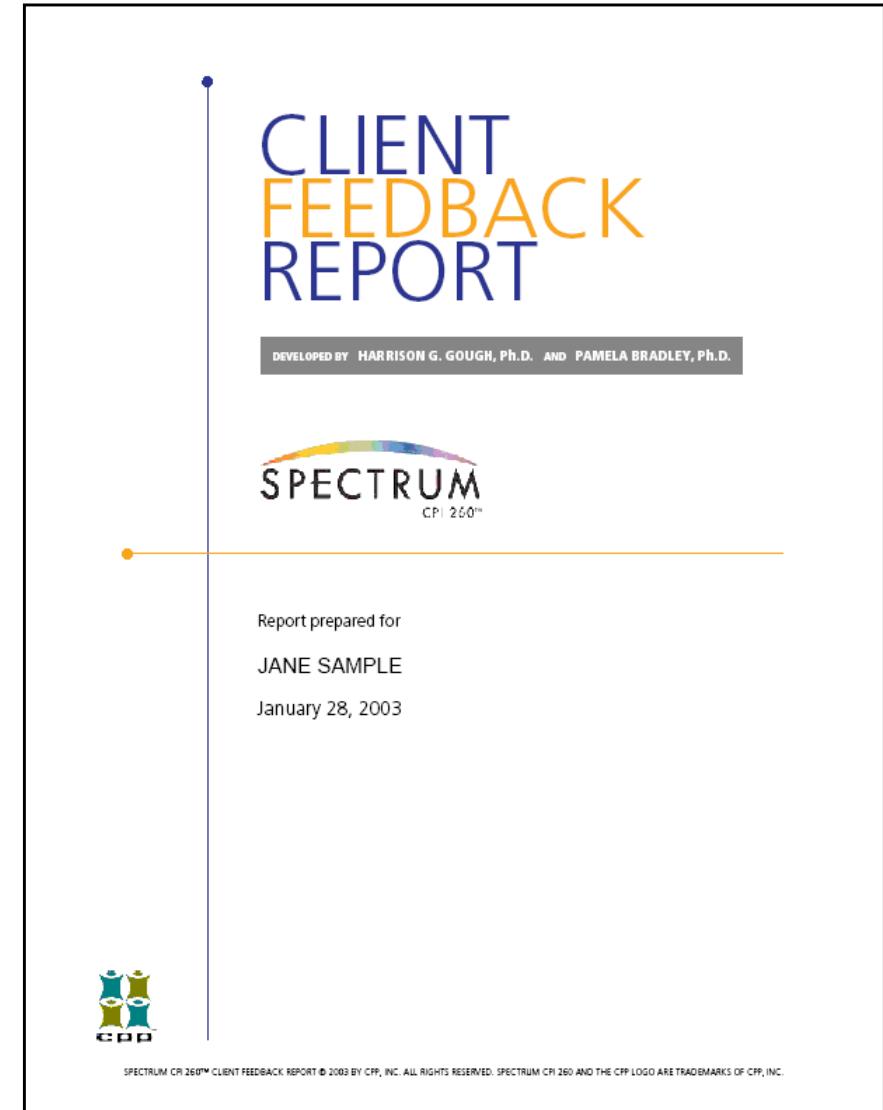
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Client Feedback Report (CFR)

- 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

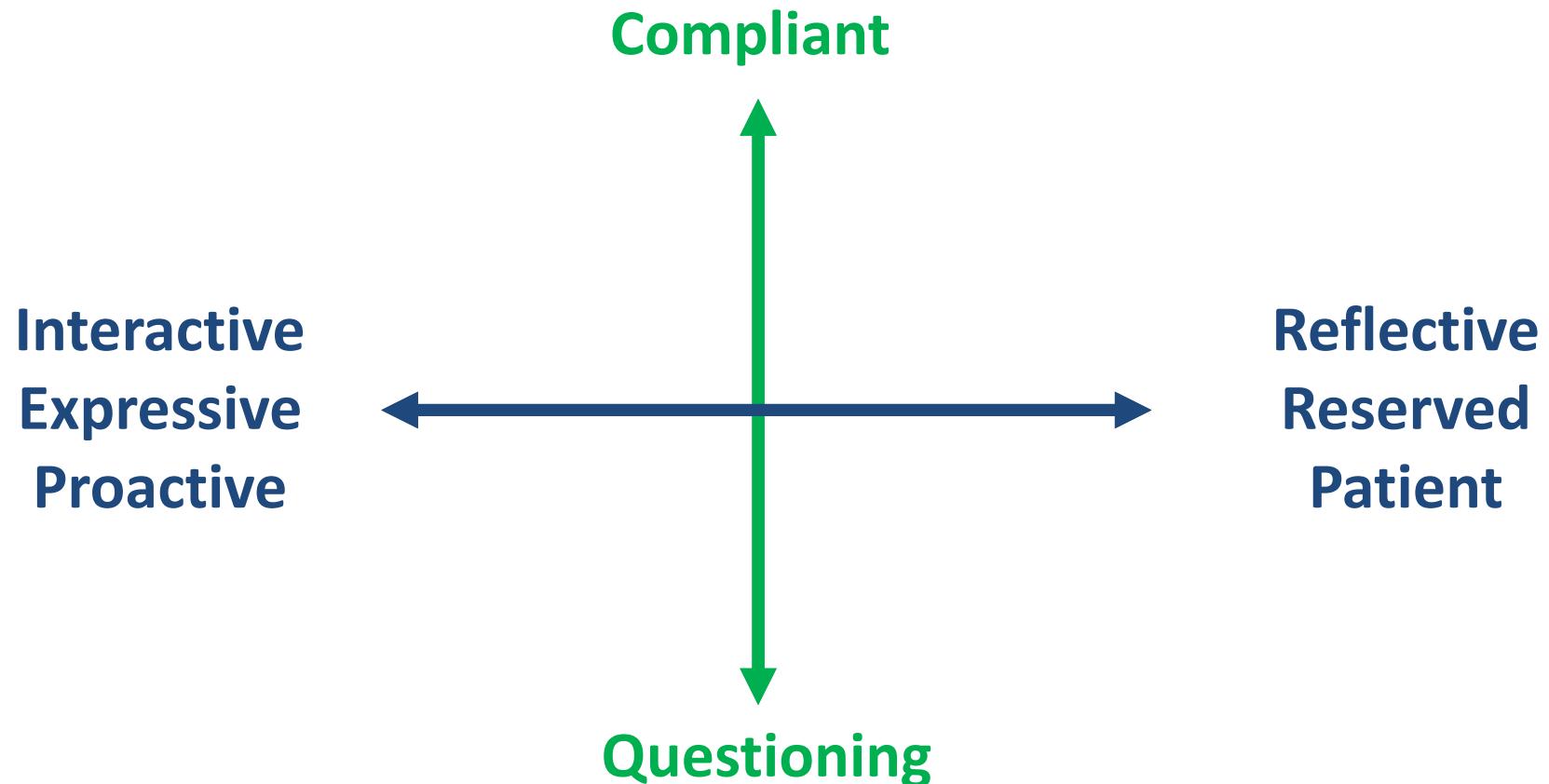


Reflective
Reserved
Patient



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

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

Innovator

Gamma Quadrant

Rule-questioning
Personal value system
Disagrees with others

Visualizer

Delta Quadrant

Your Results Are In

CLIENT FEEDBACK REPORT

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

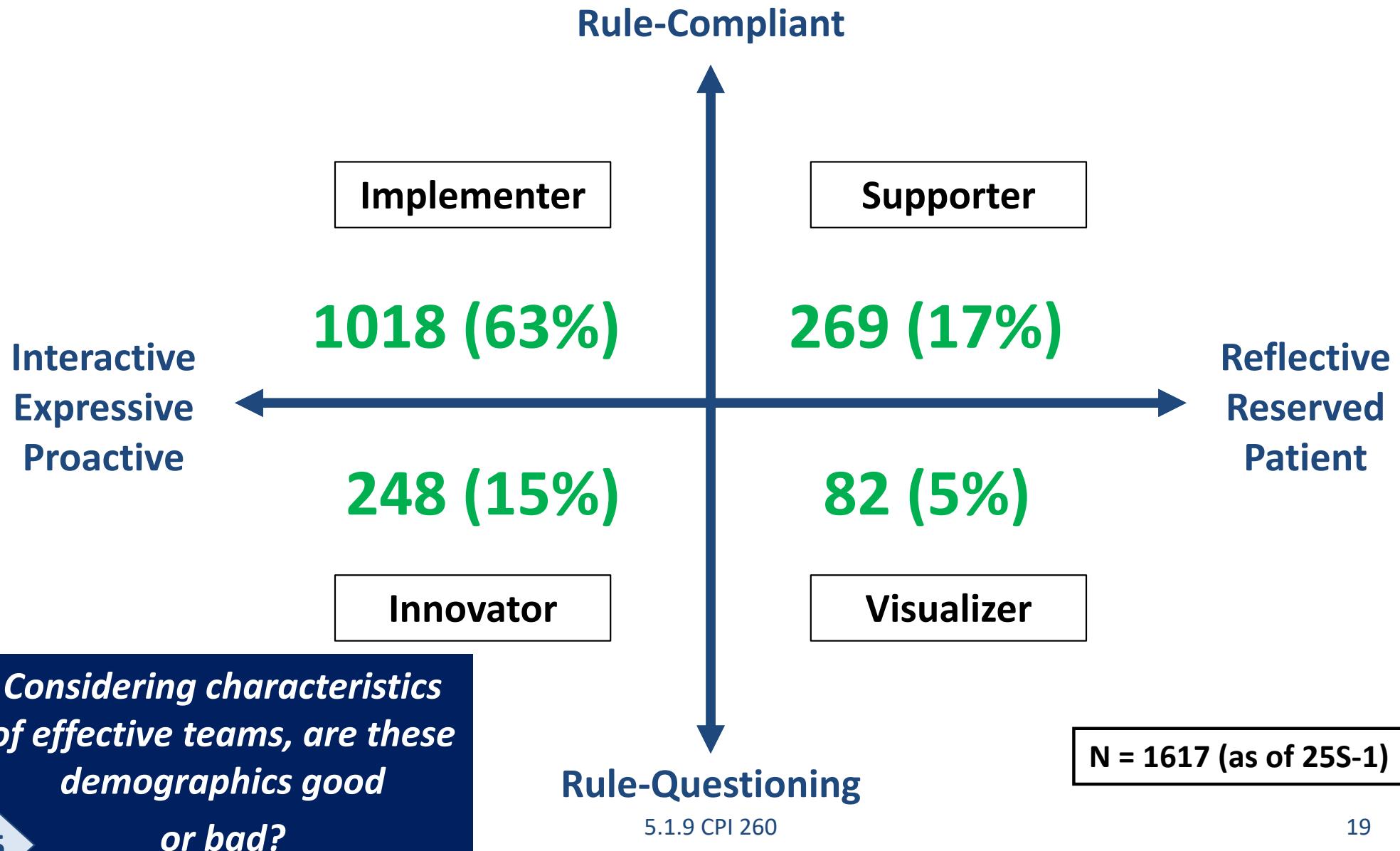


Report prepared for
JANE SAMPLE
January 28, 2003



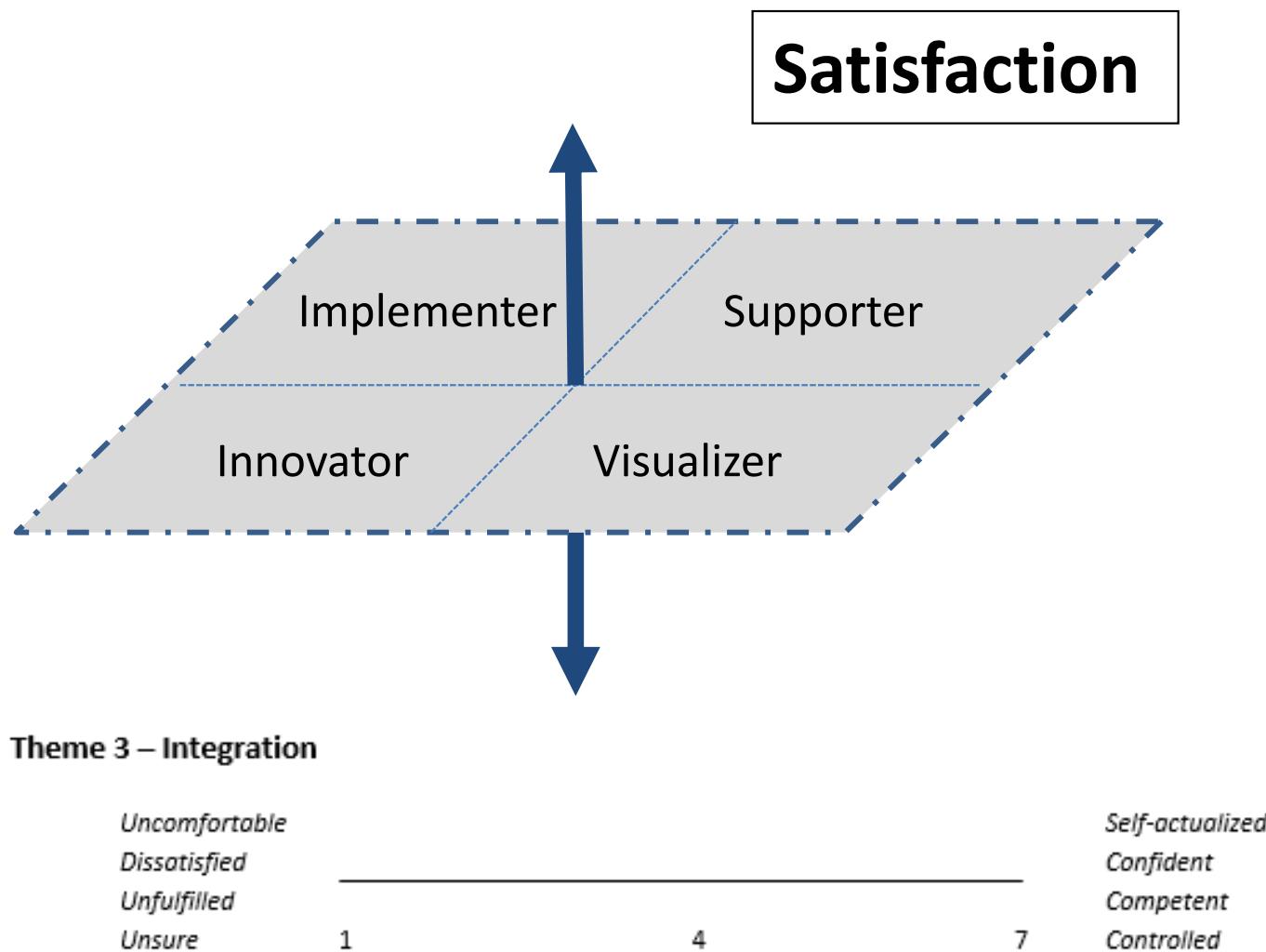


EDO Historical Lifestyles





CPI 260 Lifestyle Scales (v.3)

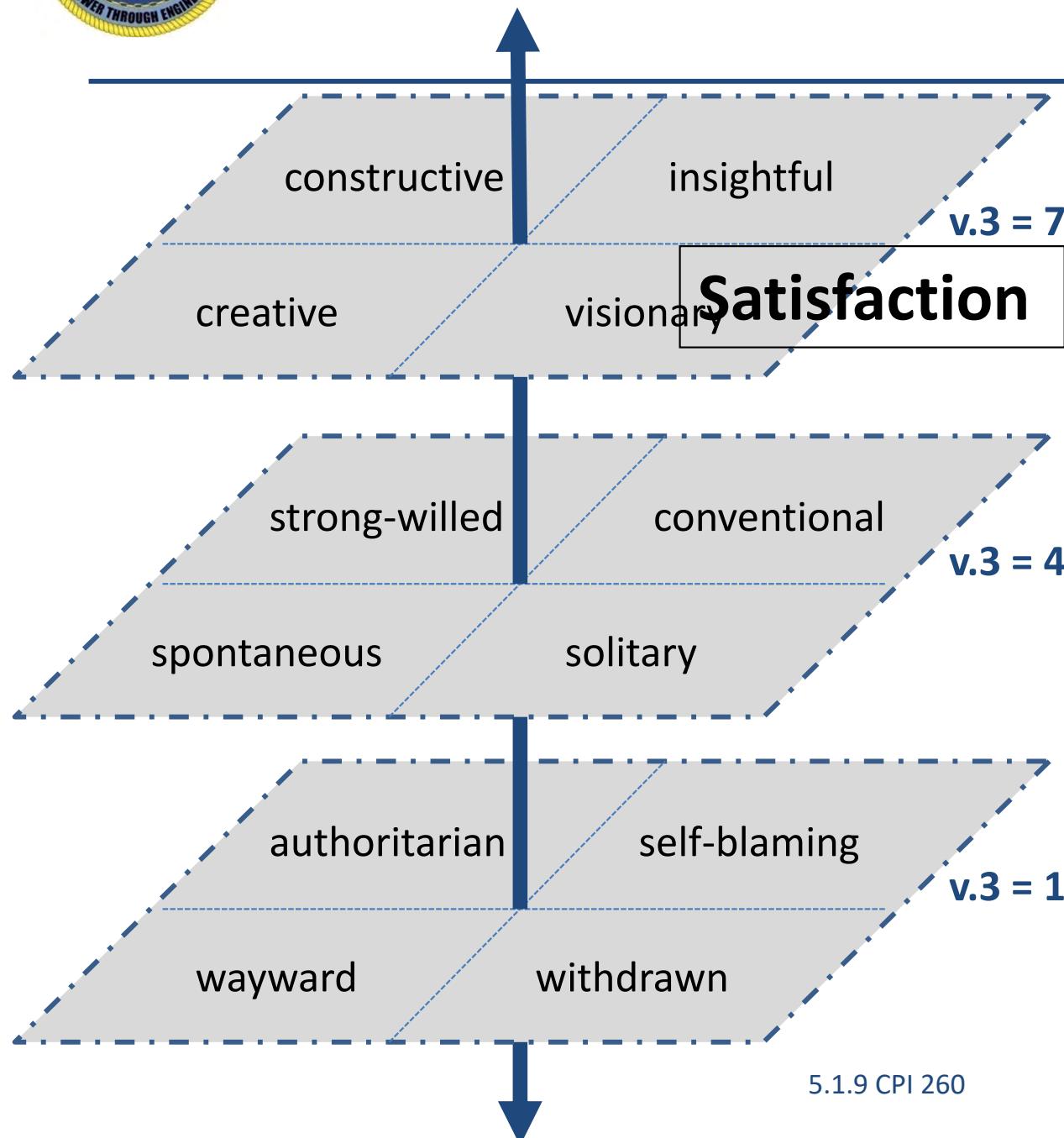


This scale has a major impact on overall results

- 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



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 Rigid
Constructive Dictatorial
Sociable Elusive
Charismatic Self-focused
Ambitious Manipulative
Assertive Defensive
Outgoing
Enterprising

BETA

Nurturant Conventional
Inspirational Moderate
Insightful Unassuming
Cautious Conforming
Attentive Mild
Reflective Arbitrary
Virtuous
Contemplative

Theme 1 –**Externality**

Involved
Participative
Active

Innovative Headstrong
Adventurous Alienated
Clever Intolerant
Progressive Rebellious
Spontaneous Skeptical
Insightful Distant
Open
Questioning

Internality

Pensive Worrying
Creative Indifferent
Perceptive Pre-occupied
Quiet Disinterested
Visionary Fragmented
Imaginative Private
Sensitive
Reserved

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)

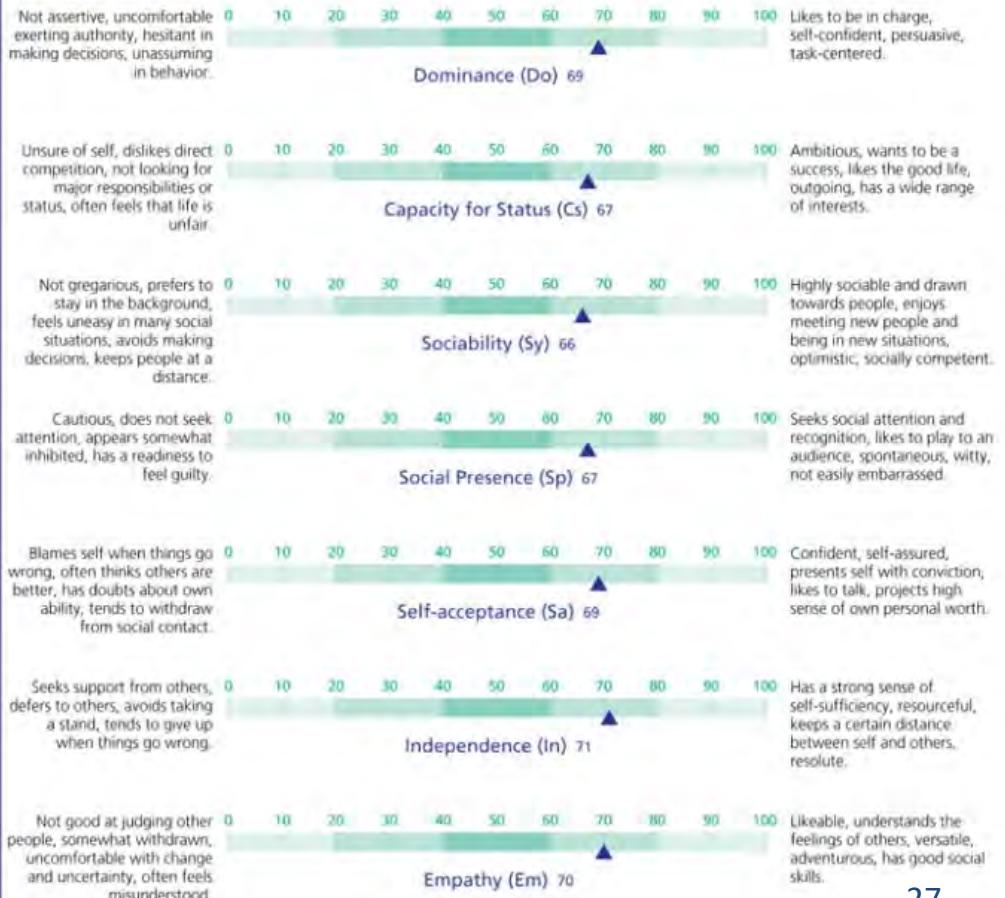
- Comparison to general U.S. population
 - Sample size = 6000
- Gauges likelihood that knowledgeable others would characterize respondent using the listed descriptors on either side
 - $\mu = 50$; $\sigma = 10$

6

CLIENT FEEDBACK REPORT FOR JANE SAMPLE

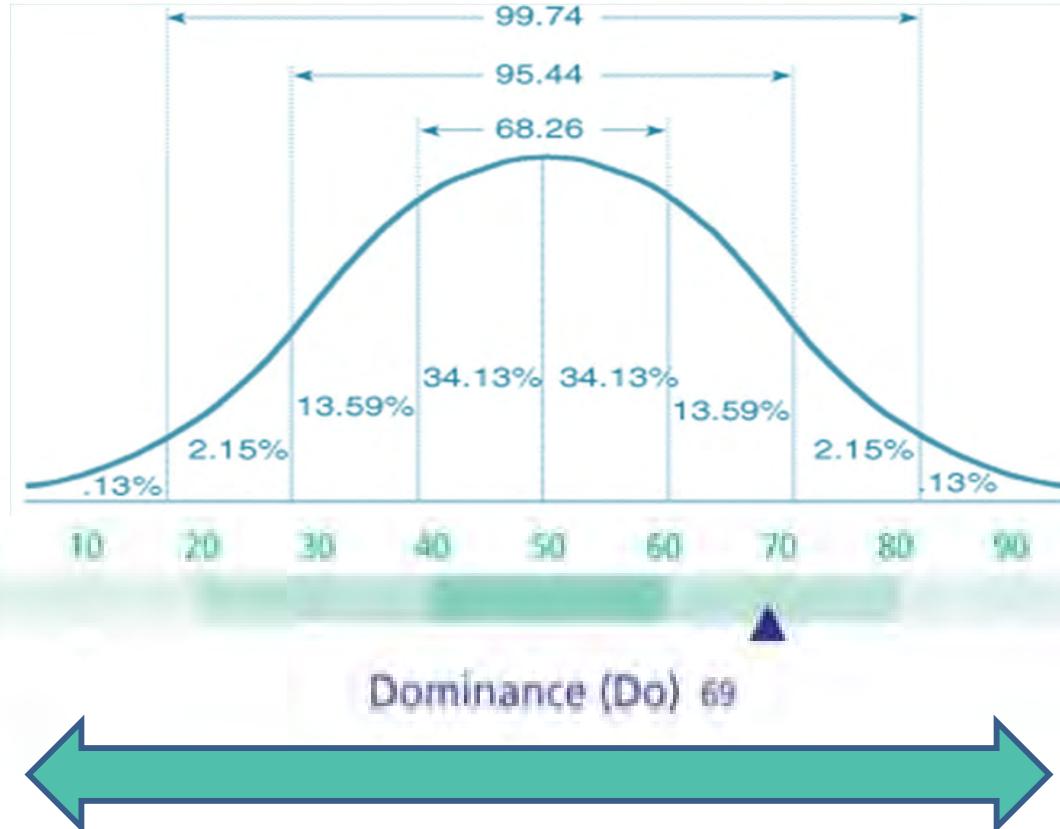
Scores are reported in standardized form, based on a norm sample of 6,000 persons (3,000 men, 3,000 women). For each scale, 50 is the norm-based midpoint. The lower the score, the more relevant will be the comments to the left of the graph; the higher the score, the more relevant will be those to the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

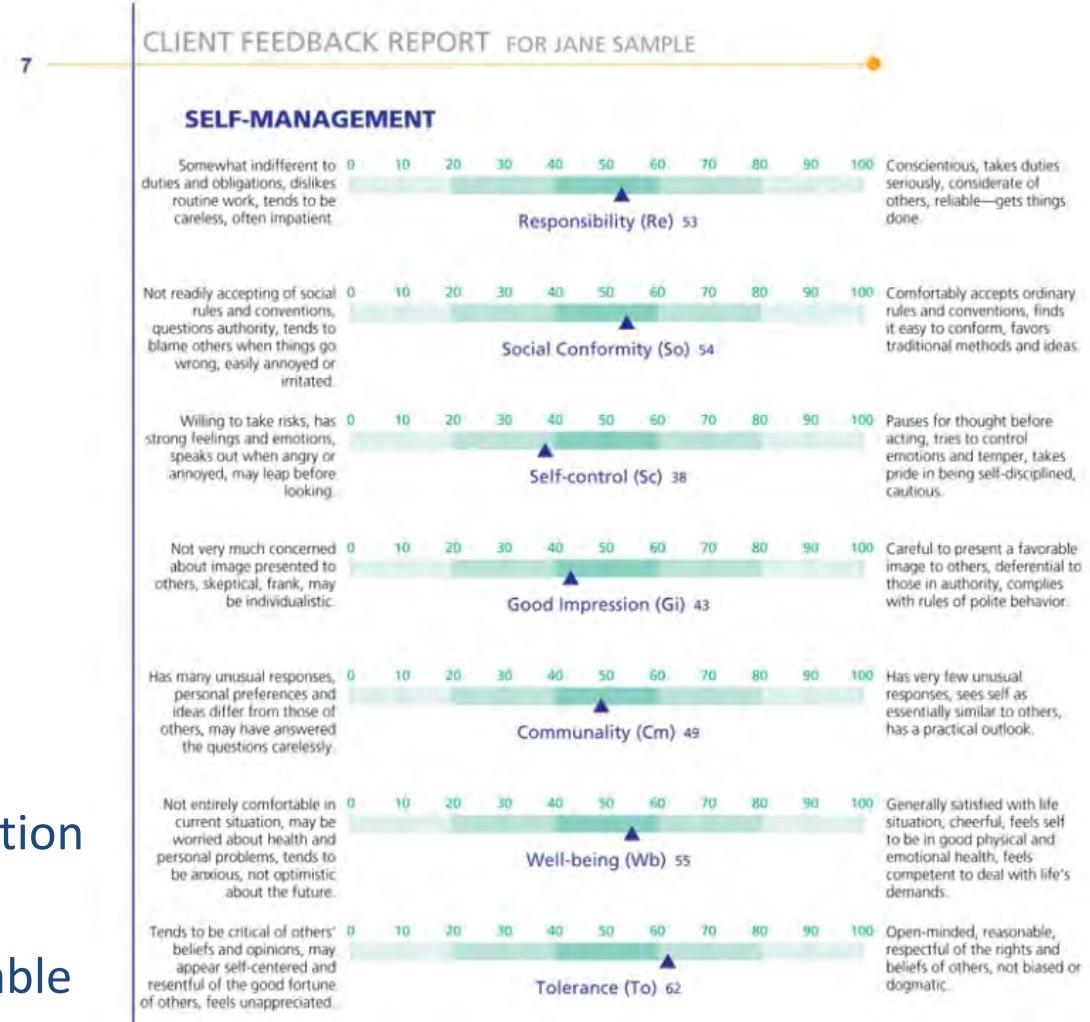
4. Good Impression

5. Communal

6. Well-being

7. Tolerance

- 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

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

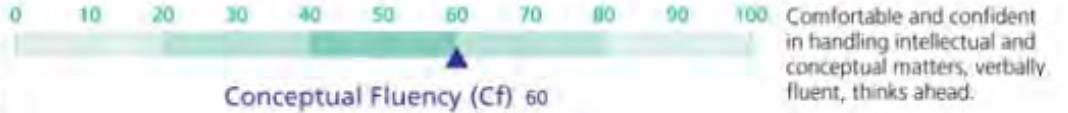
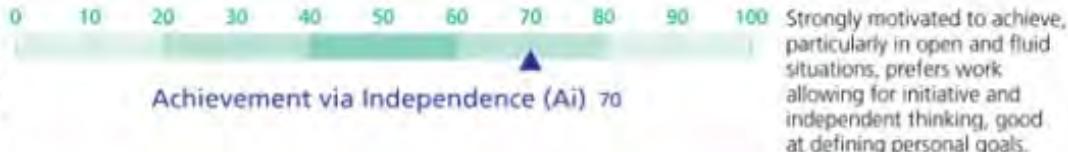
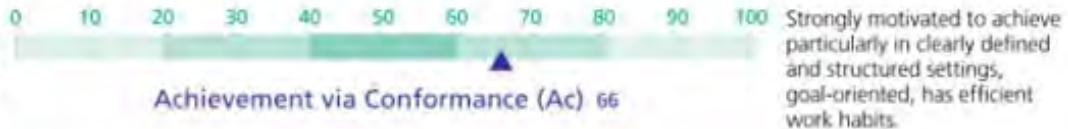
- Mean = 50 σ = 10

MOTIVATIONS AND THINKING STYLE

Has difficulty doing best work in highly structured and regulated settings, does not like to conform, tends to be an underachiever.

Has difficulty doing best work in situations that are vague and unstructured, wants others to specify goals and methods, has a low level of initiative.

Activity-oriented, prefers dealing with tangible matters rather than concepts or abstractions, lacks confidence in own ability, has limited interests.



Strongly motivated to achieve particularly in clearly defined and structured settings, goal-oriented, has efficient work habits.

Strongly motivated to achieve, particularly in open and fluid situations, prefers work allowing for initiative and independent thinking, good at defining personal goals.

Comfortable and confident in handling intellectual and conceptual matters, verbally fluent, thinks ahead.



Introduction to the Scales

Personal Characteristics:

1. Insightfulness
2. Flexibility
3. Sensitivity

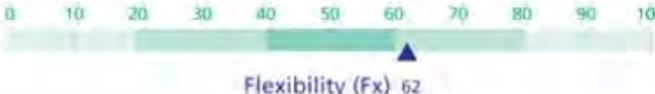
CLIENT FEEDBACK REPORT FOR JANE SAMPLE

PERSONAL CHARACTERISTICS

Has difficulty predicting how others will feel and react, not very interested in the dynamics of behavior, looks more at what people do than at what they think.

Prefers predictability and consistency, uncomfortable with ambiguity, programmed and planful, well-organized.

Tough-minded, action-oriented, somewhat insensitive to others' feelings, aggressive.



Has analytic insight into people and their motivations, forms impressions quickly, not always warm or sympathetic.

Likes change and variety, finds ordinary routine boring, quick-thinking and clever.

Sensitive to others' feelings, tends to interpret events from a personal perspective, often feels vulnerable, has a strong need for affiliation.

- 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?

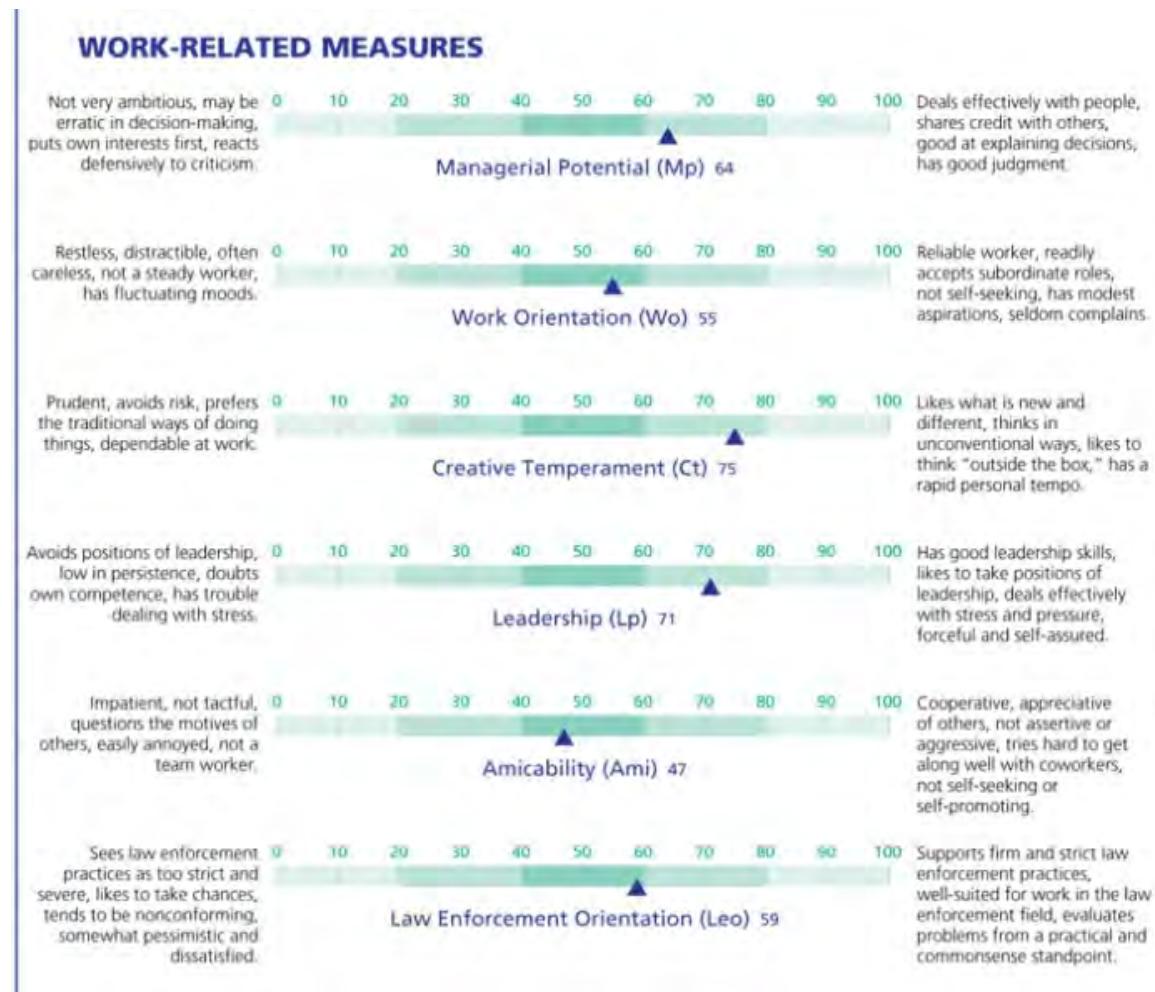


Introduction to the Scales

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
 - Mean = 50 σ = 10





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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

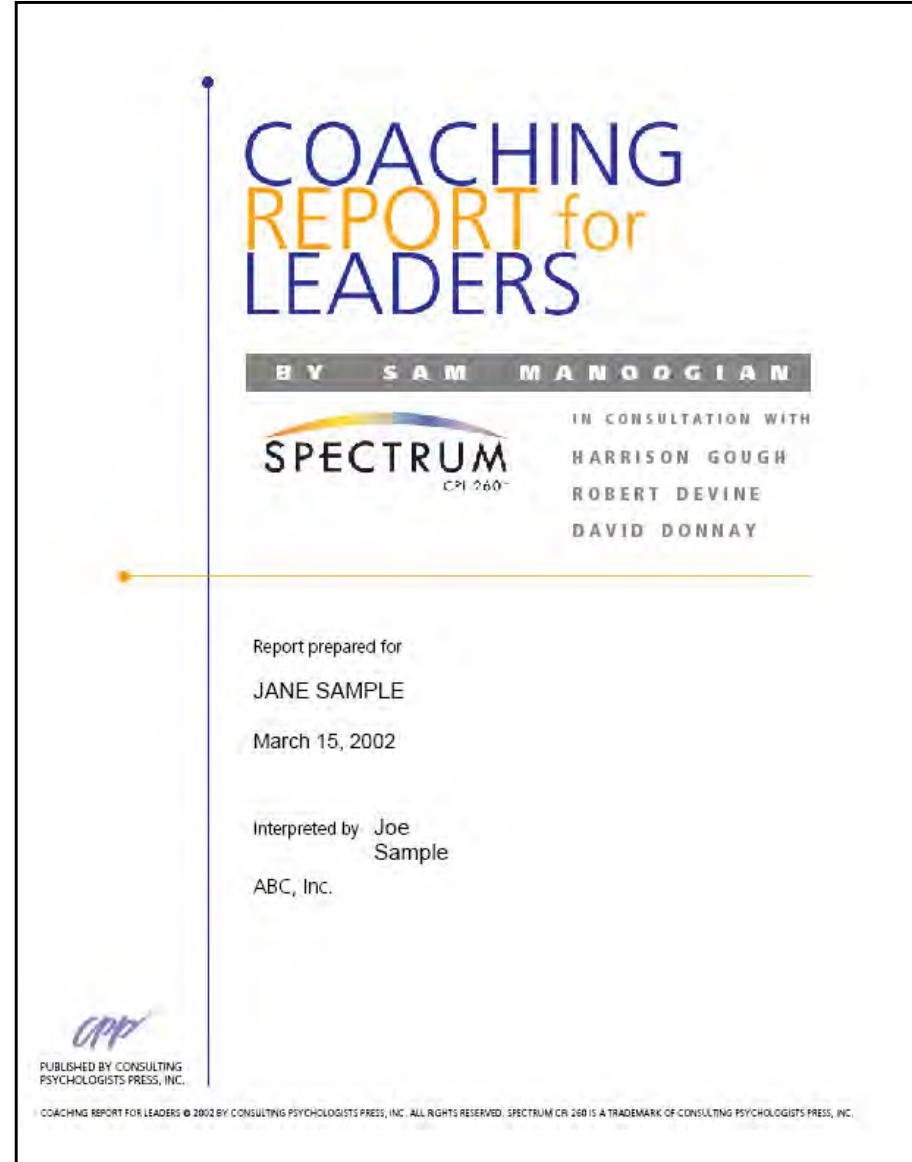
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Coaching Report for Leaders (CRFL)

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

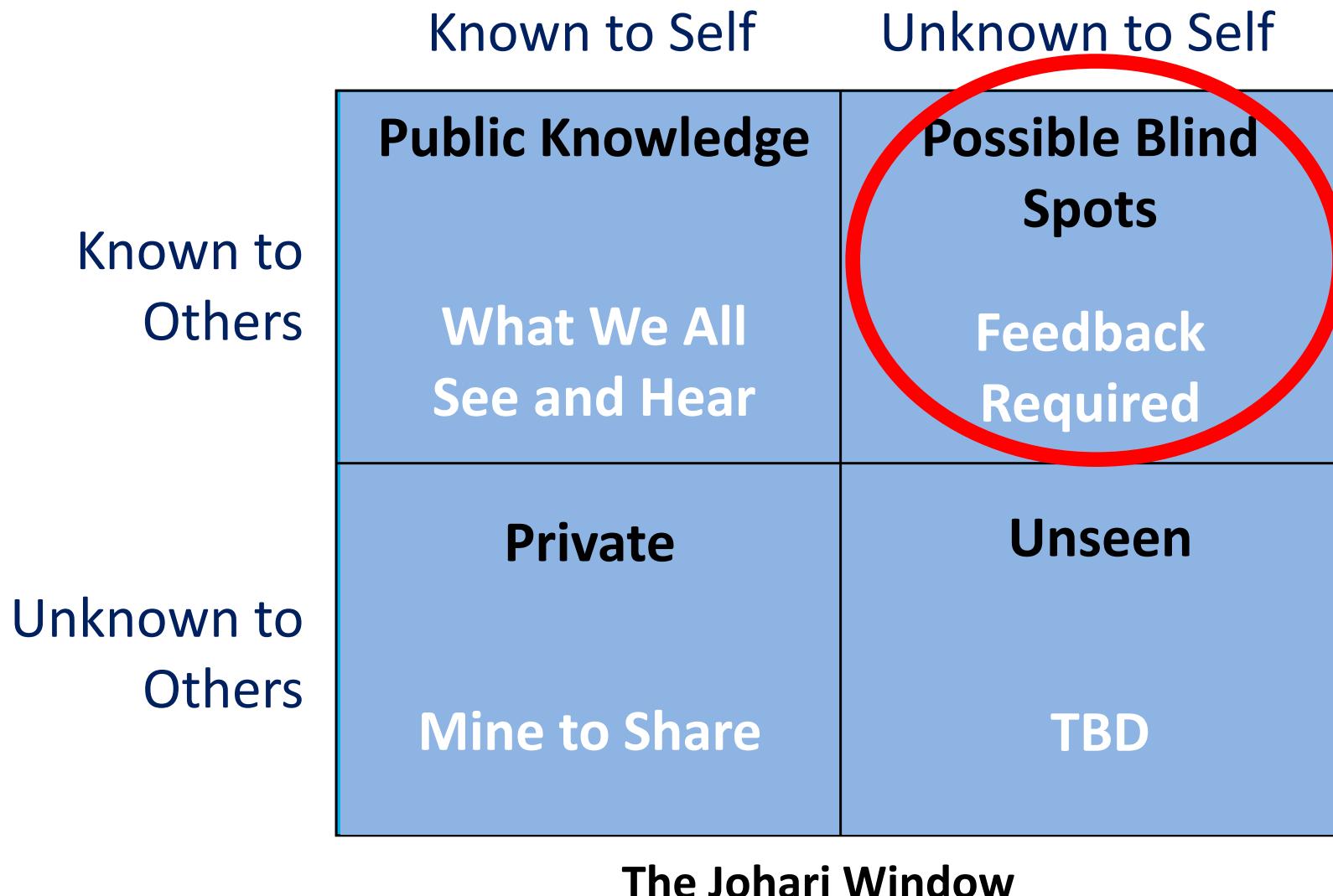
Sustaining the Vision

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





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 MANGOGIAN



IN CONSULTATION WITH

HARRISON GOUGH

ROBERT DEVINE

DAVID DONNAY

Report prepared for

JANE SAMPLE

March 15, 2002

Interpreted by Joe
Sample

ABC, Inc.

The logo for OPP, which stands for Consulting Psychologists Press. It consists of the letters "OPP" in a stylized, handwritten font.

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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.

3

5

6

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	
EMPATHY				High
				Mid-range
DOMINANCE				Low



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	<input checked="" type="checkbox"/>		
ORGANIZATIONAL CAPABILITIES 4. Use of Power & Authority 5. Comfort with Organizational Structures 6. Responsibility & Accountability 7. Decisiveness		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TEAM BUILDING & TEAMWORK 8. Interpersonal Skill 9. Understanding Others 10. Capacity for Collaboration 11. Working With and Through Others			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
PROBLEM SOLVING 12. Creativity 13. Handling Sensitive Problems 14. Action Orientation	<input checked="" type="checkbox"/>		
SUSTAINING THE VISION 15. Self-Confidence 16. Managing Change 17. Influence 18. Comfort with Visibility	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

5.1.9 CPI 260

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

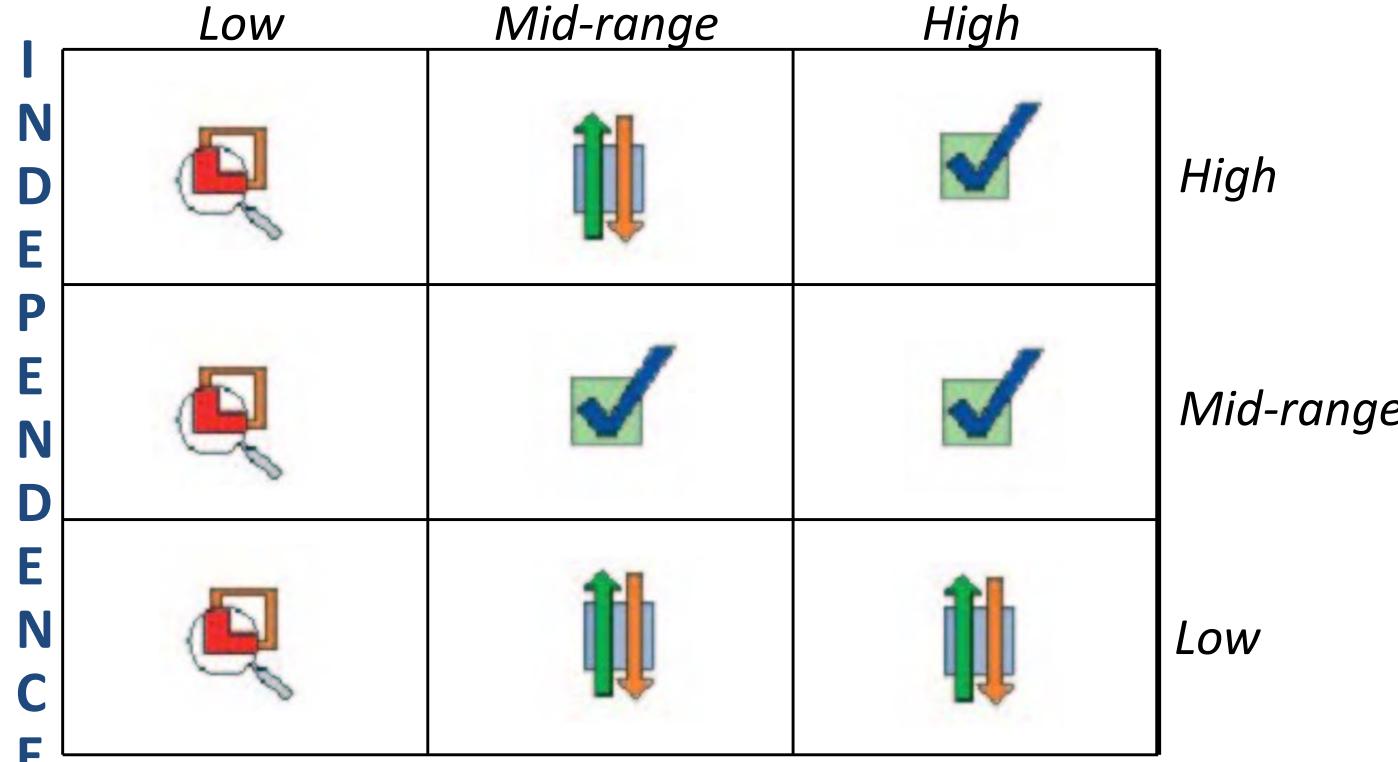


Developmental Opportunities





11. Working With/Through Others



Dynamic Relationship of the component scales:

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

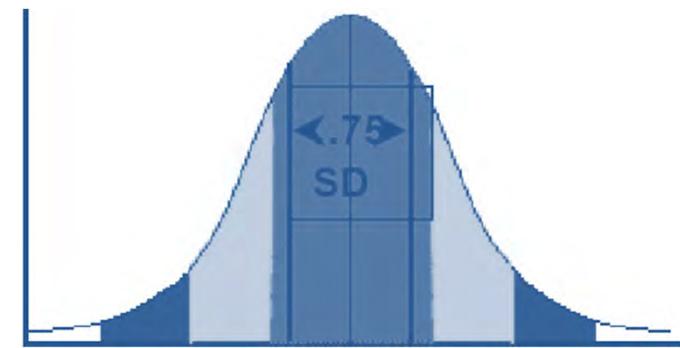
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MANAGERIAL POTENTIAL

57 62 67

5.1.9 CPI 260

60 65 70





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

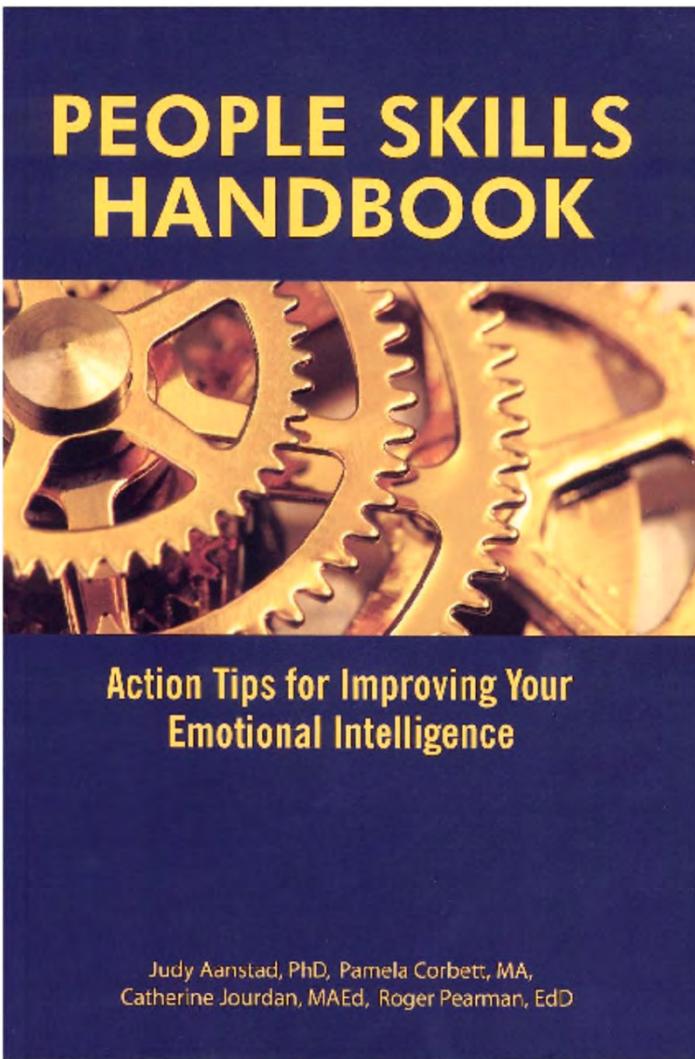
■ Sample Action Plan:

- 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