



LEADERSHIP EFFECTIVENESS

FEEDBACK REPORT

ActionCOACH
business coaching

Sample Report
7/24/2010



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

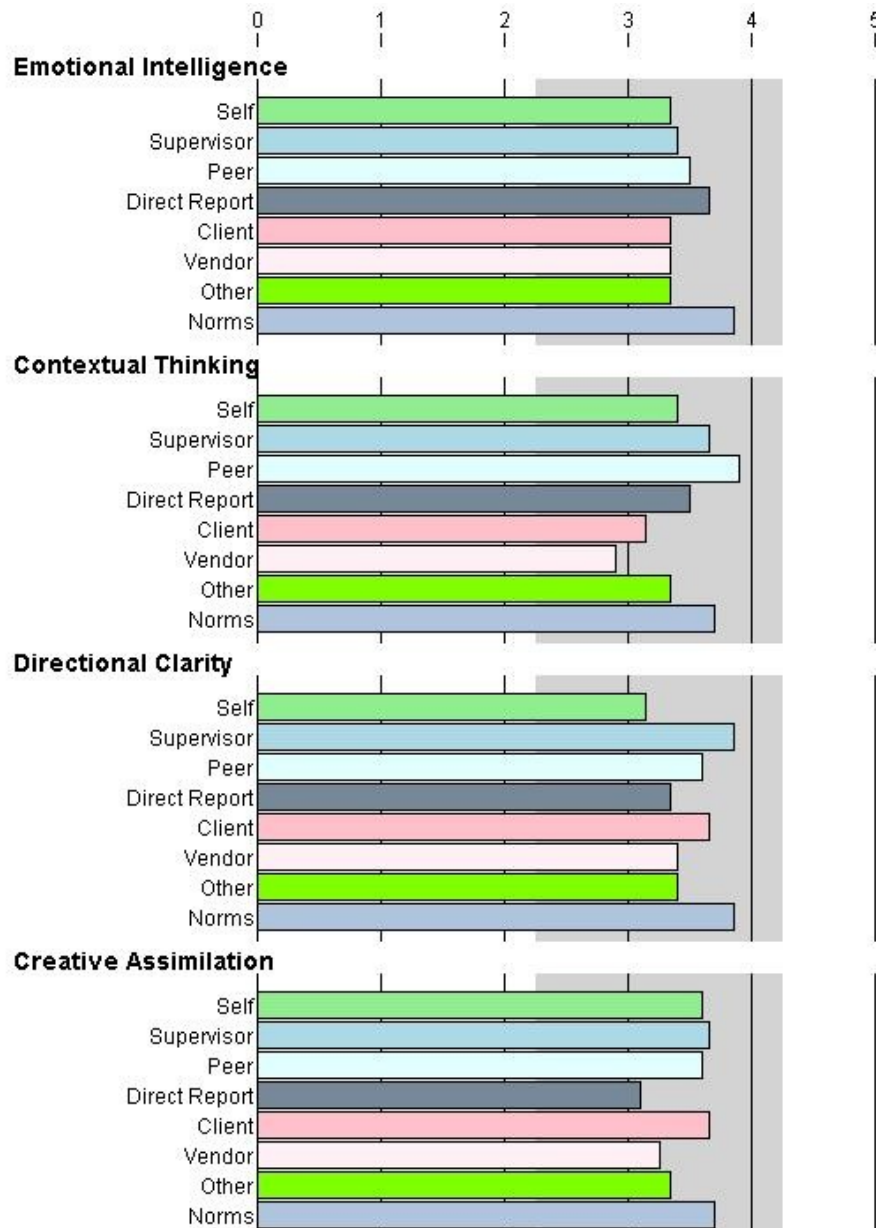
Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.

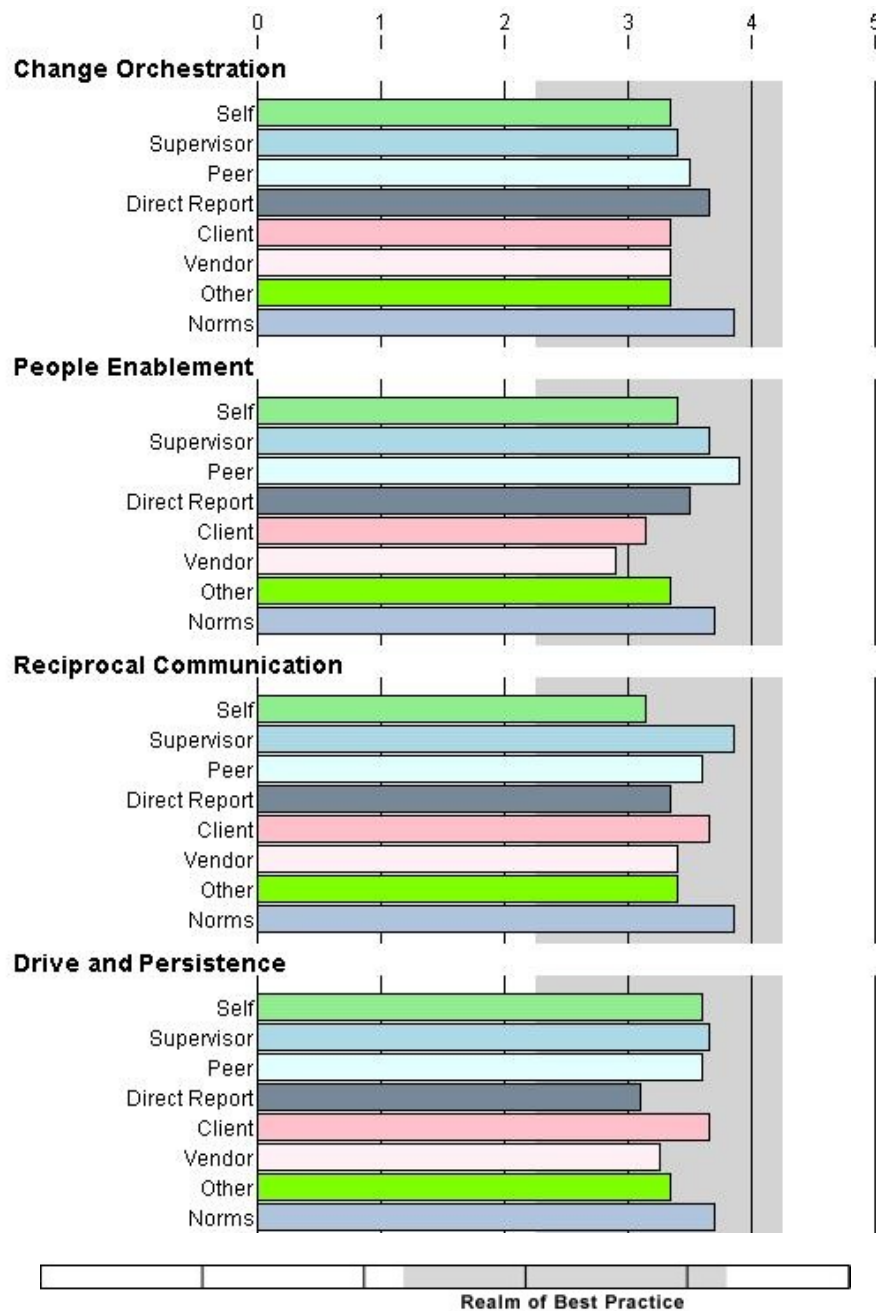
Note on 360 Degree Feedback

If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.



OVERALL SUMMARY





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



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?"

AGGREGATE SELF SCORE (3.42) 

Interpretation

LOW (less than 2.75)

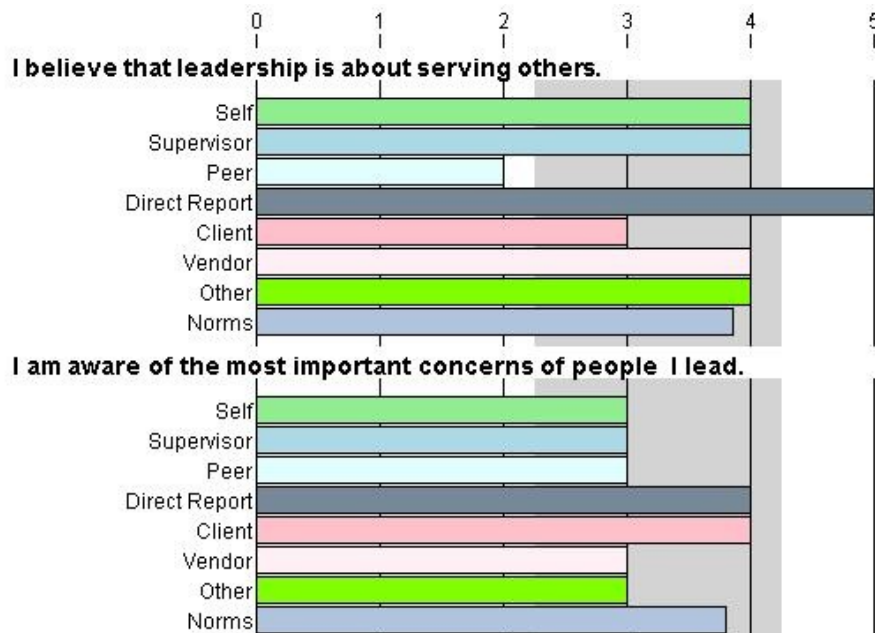
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will almost entirely seek to separate feelings and emotions from the "task" of leadership. People with relatively low levels of emotional intelligence are likely to avoid taking on a leadership role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

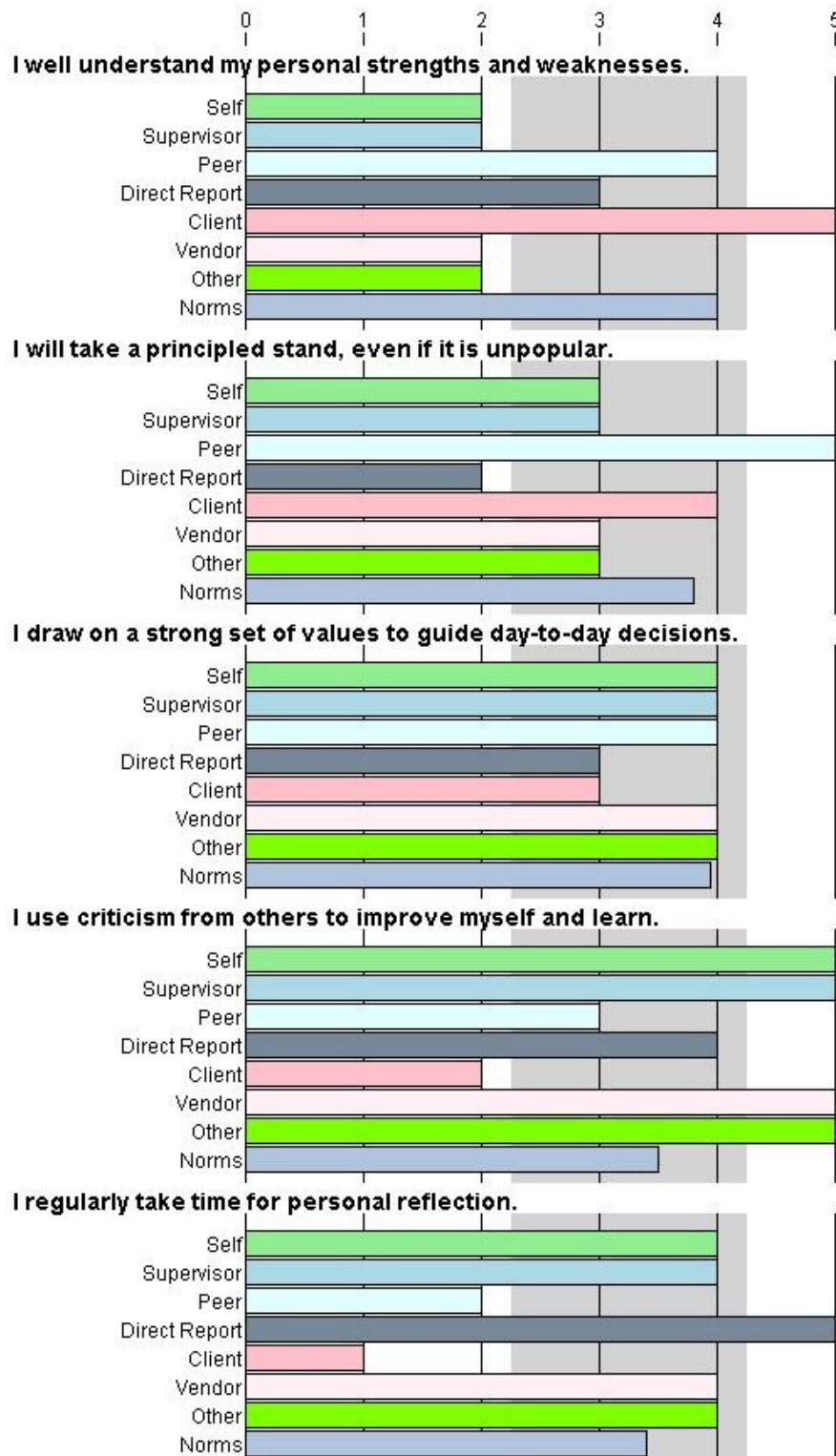
A low score indicates that you lead others by "the book" rather than by relying on your own judgment or intuition. When you find yourself in a leadership position, you will often try to lead from the front or adopt a "command and control" style without the support of others.

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.

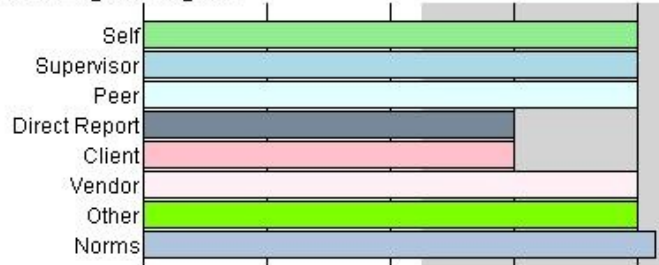
A high score indicates that you listen to people carefully and calmly before seeking a particular leadership role (if it is deemed to be appropriate at all). You tend to try to create a trusting and sincere climate in which good decisions can come from anyone with the best ideas.







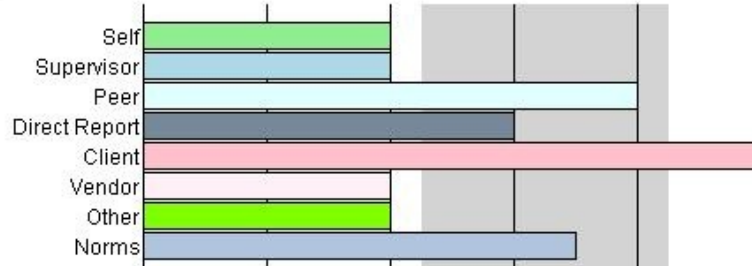
I learn from mistakes, treating errors as opportunities to learn, rather than things to regret.



I am good at empathizing with people.



If asked, people would say that I have an appropriate amount of humility.



I like to build trust by being reliable and sincere.



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?"

AGGREGATE SELF SCORE (3.42) 

Interpretation

LOW (less than 2.75)

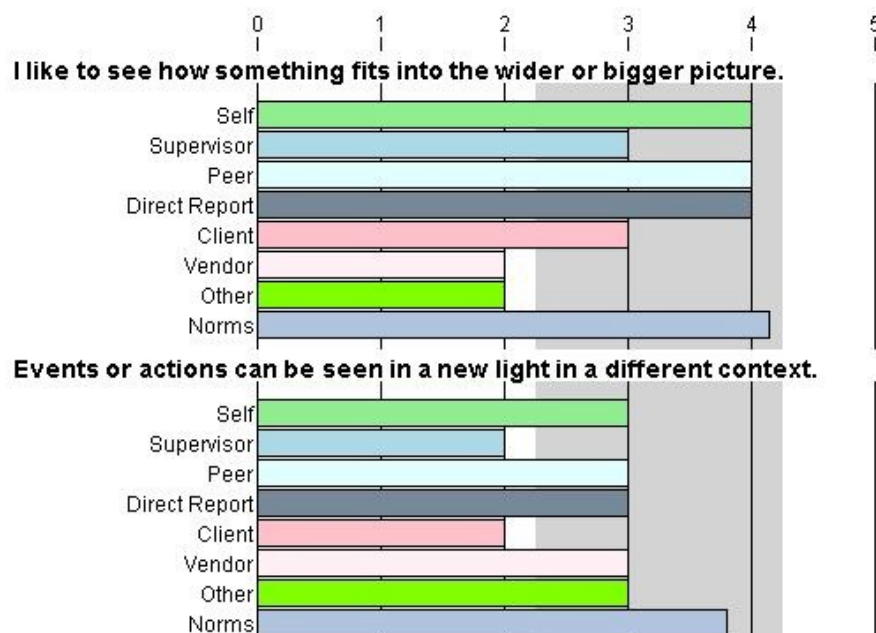
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you often miss the connections between occurrences or events, and tend to be confused or puzzled by some situations. Such individuals prefer to focus analytically on how things come about, rather than 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.

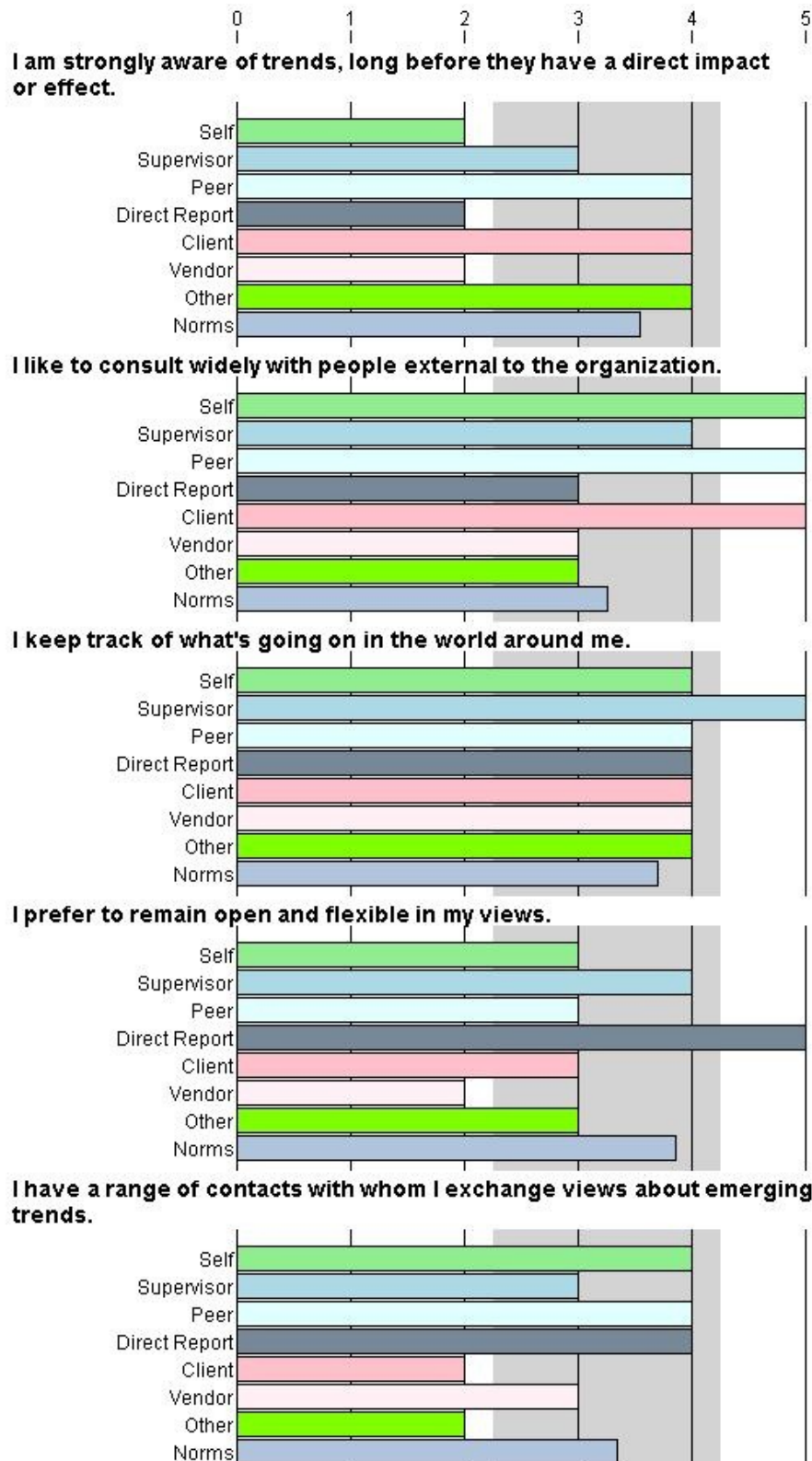
A low scorer generally takes a "narrow" view of what he or she experiences. Each event or occurrence is treated as distinct or separate from others, rather than connected logically to other events or facts. This leads to an inability to see patterns easily and makes a person less confident being able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

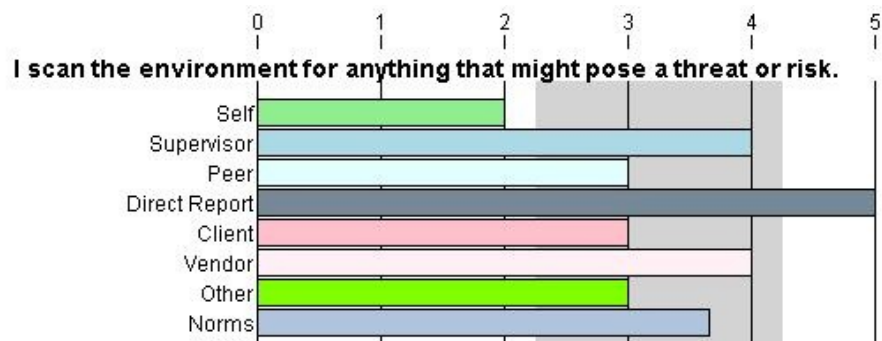
HIGH (greater than 3.5)

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.







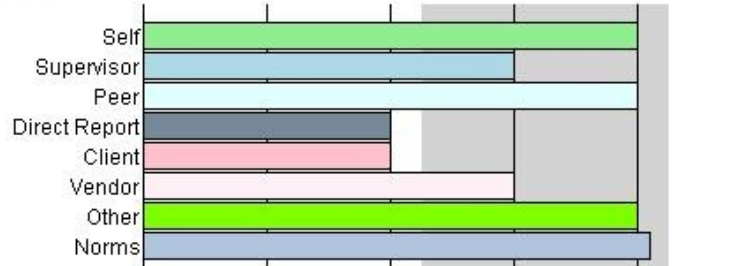
I am good at making connections between seemingly disparate ideas and information.



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



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



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



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?"

AGGREGATE SELF SCORE (3.49) 

Interpretation

LOW (less than 2.75)

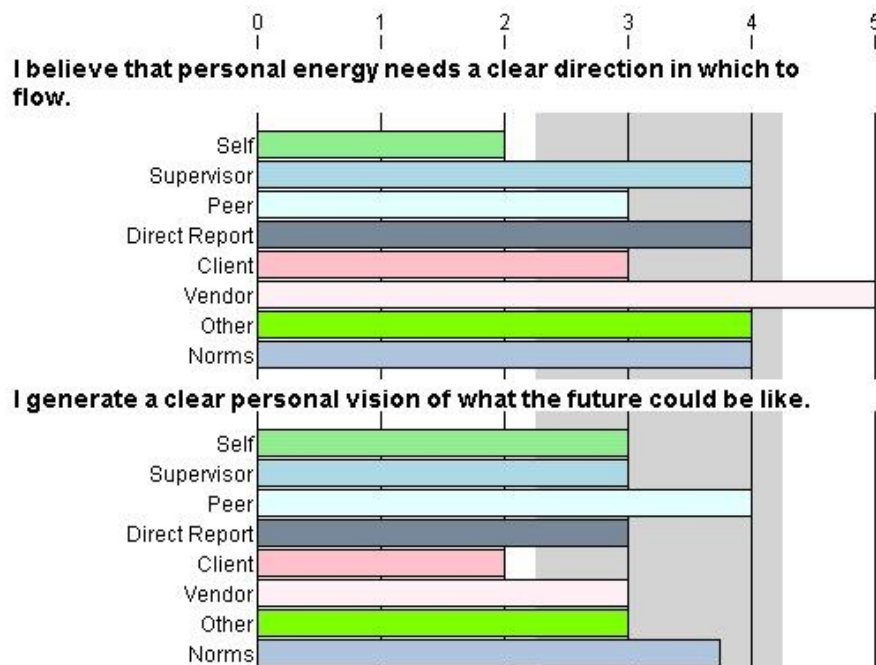
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will select a direction or course of action on the basis of very limited, subjective evaluation, failing to assess its worth as a way to go. You are also likely to change direction frequently and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

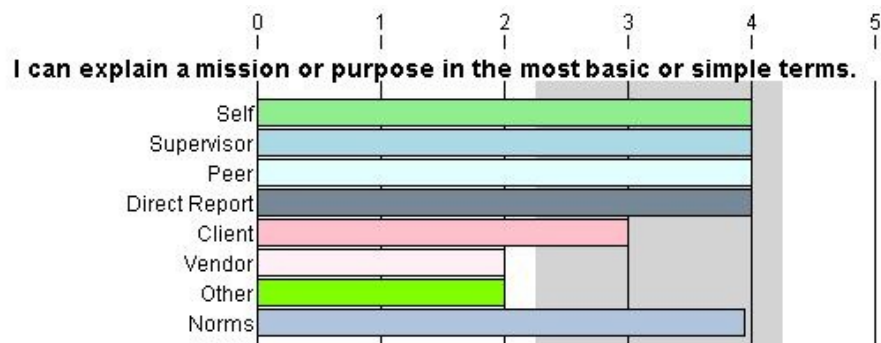
A low scorer has trouble identifying and establishing direction. As a result, when the individual is in a leadership position, he or she tries to hit the wrong target or go for several different targets. Some individuals fail to set any goals whatsoever.

HIGH (greater than 3.5)

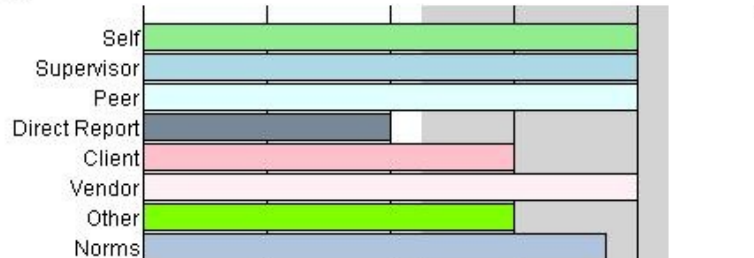
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you will effectively evaluate courses of action or "credible" paths to the future, and will quickly engage in a range of ways to communicate and describe these paths efficiently to those around 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.



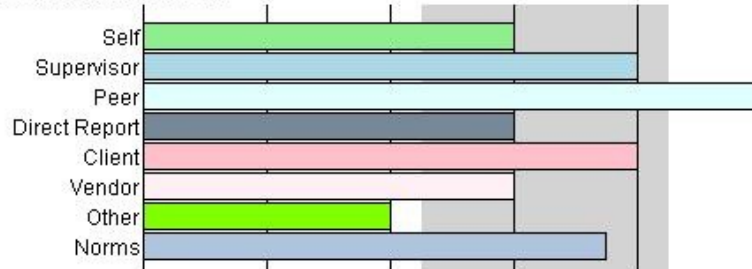


If I can't see the ultimate goal, I find a closer target or milestone to aim for.



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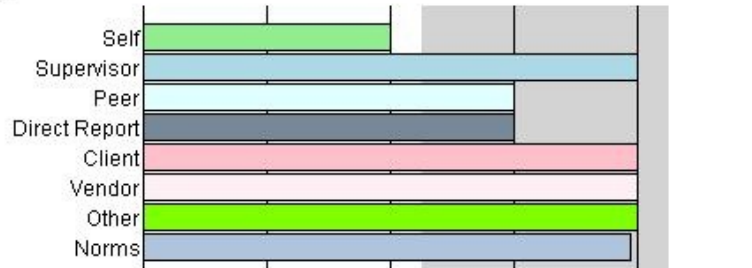
Having a well-painted picture of what the future could be is the most powerful motivator for me.



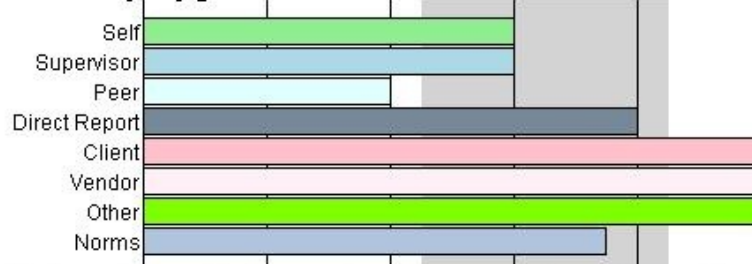
I am comfortable being "out in front" of a group or team.



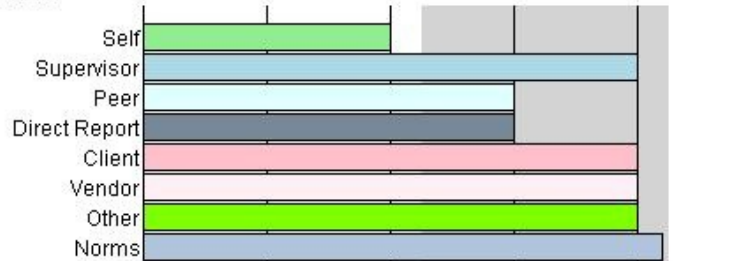
I can make an effective argument as to why we should go in a certain direction.



I can summarize my key goals in one sentence.



I believe that people need to know where they are going, why, and how to get there.



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?"

AGGREGATE SELF SCORE (3.45) 

Interpretation

LOW (less than 2.75)

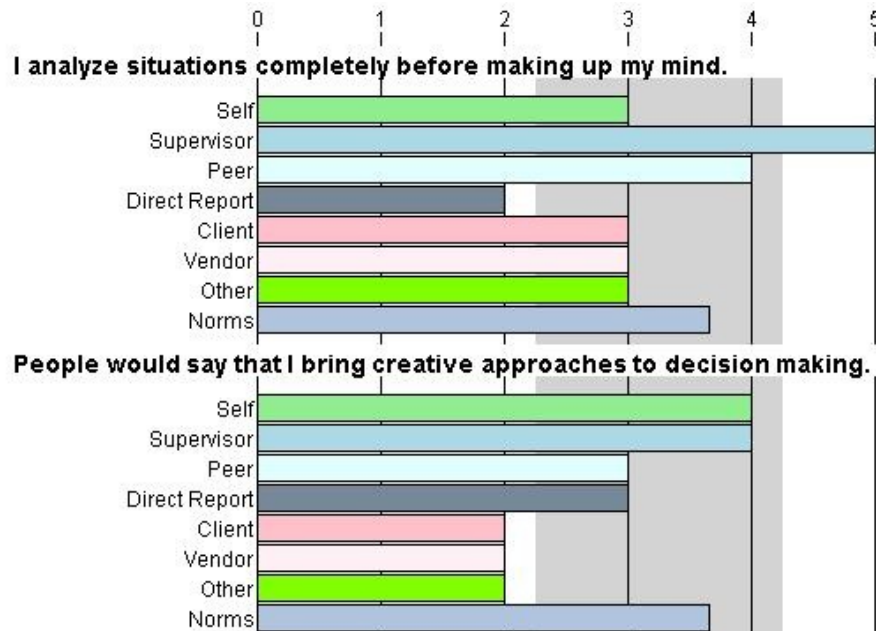
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you often accept information at face value and do not take time to reflectively weigh the alternatives before evaluating and acting on the information. You are also more likely to stick to tried and proven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

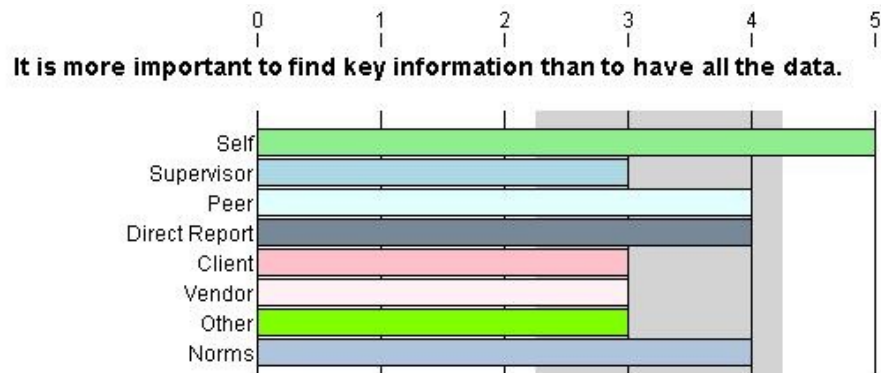
A low scorer tends to spend too little time creatively reflecting or hypothesizing about issues or events. As a result, such individuals are more likely to be uncomfortable with ambiguity and are more likely to dislike and be dismissive of complex problems or issues that cannot be easily solved or in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

HIGH (greater than 3.5)

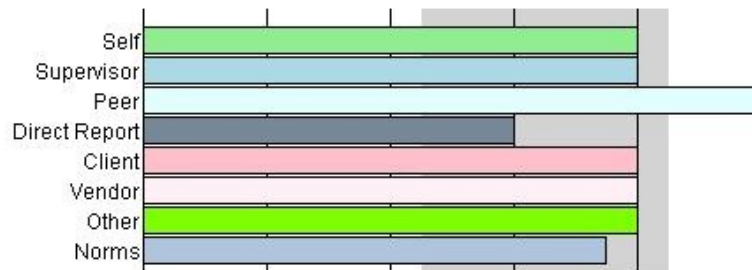
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are comfortable and adept at evaluating a wide range of data and think critically before you choose a logical or sensible course of action. To do this, you tend to keep a flexible and open mind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





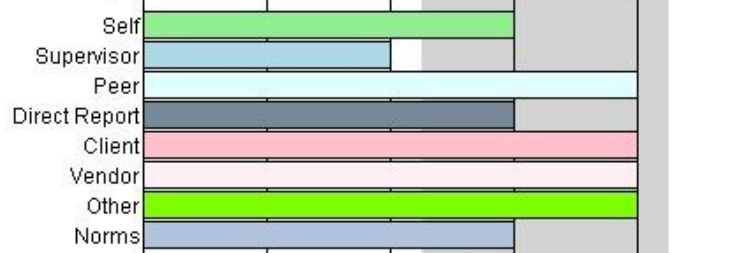
Finding time to quietly reflect and synthesize information is critical.



I regularly play "devil's advocate" when I evaluate courses of action.

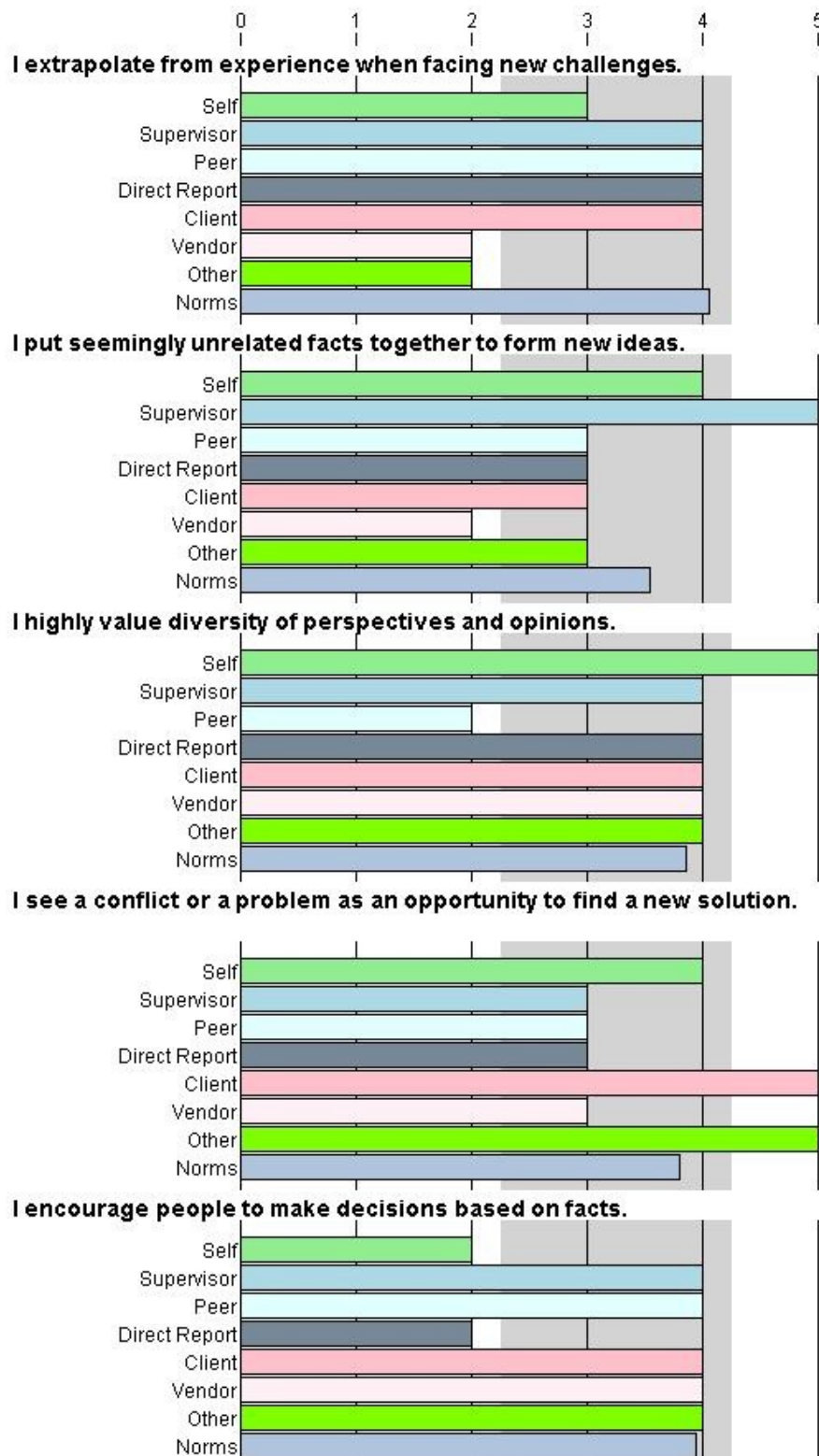


People would say that I am a lateral thinker.



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





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?"

AGGREGATE SELF SCORE (3.13) 

Interpretation

LOW (less than 2.75)

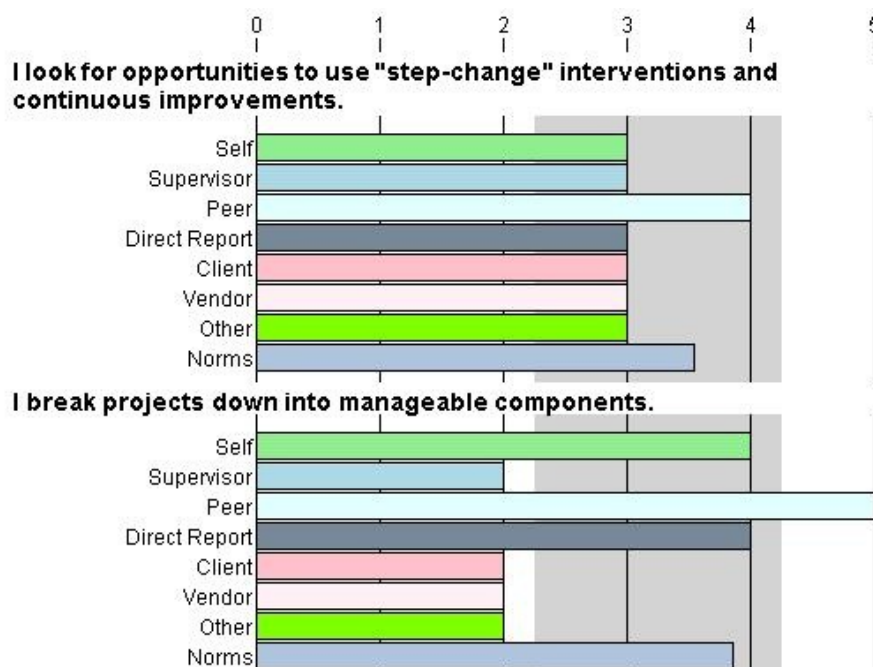
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to become caught up in change situations, yet find it difficult to control them. You are also likely to find that such change has a range of unexpected twists and turns, to which there never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

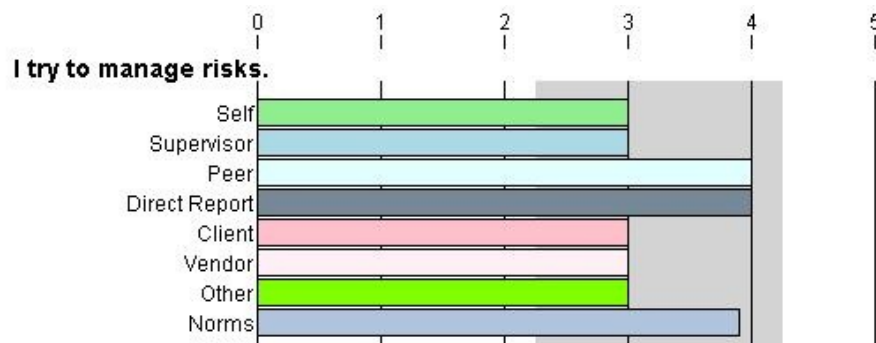
A low scorer tends to find anything other than minor changes frustrating and commanding of much more of their time and energy that they might like. As a result, this kind of person often feels like a "hostage to fortune," and is likely to suffer higher levels of stress than others.

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.





I prefer to prepare a justification-and-impact report for significant change projects.



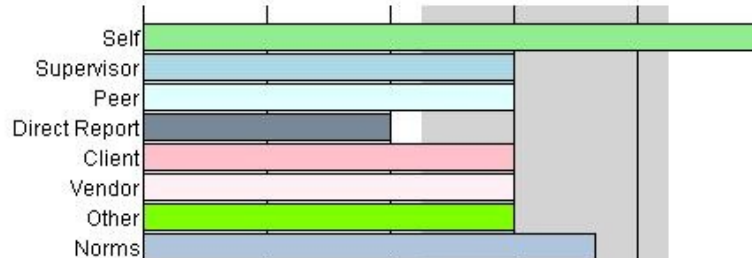
I plan well ahead so that there are few surprises.

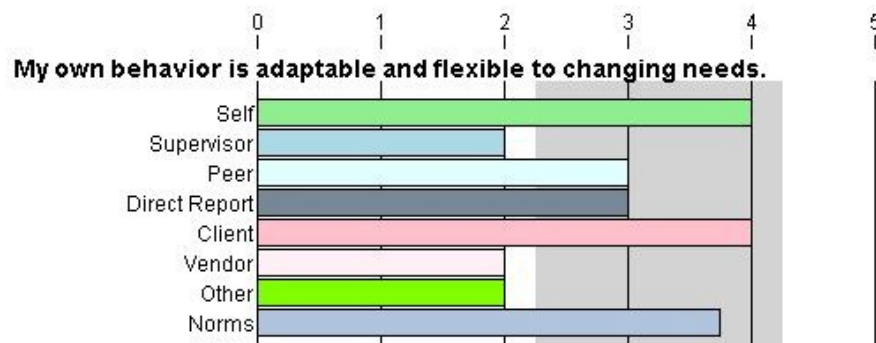


I believe that it is critical to discuss how every individual will benefit from a project.

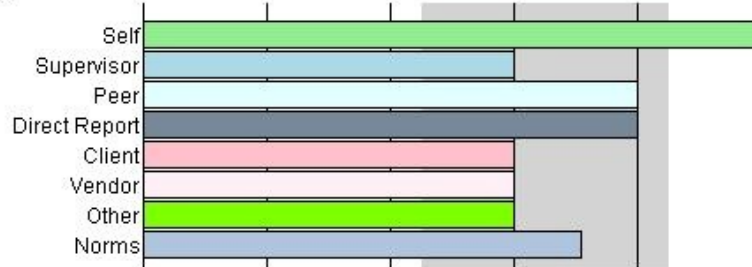


I think about potential adverse reactions, and plan how to deal with them.

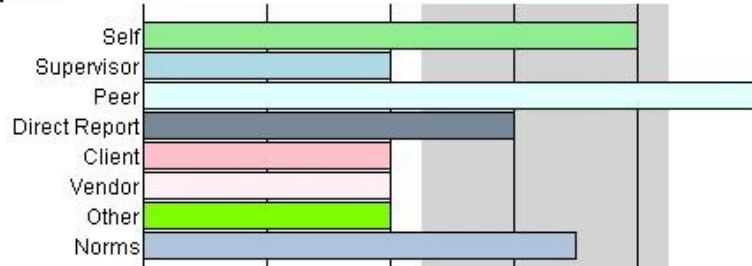




I make sure that effective contingency plans are designed and made available.



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



I tackle resistance to change quickly and fairly.



I look for opportunities to recognize and celebrate successful change.



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?"

AGGREGATE SELF SCORE (3.35) 

Interpretation

LOW (less than 2.75)

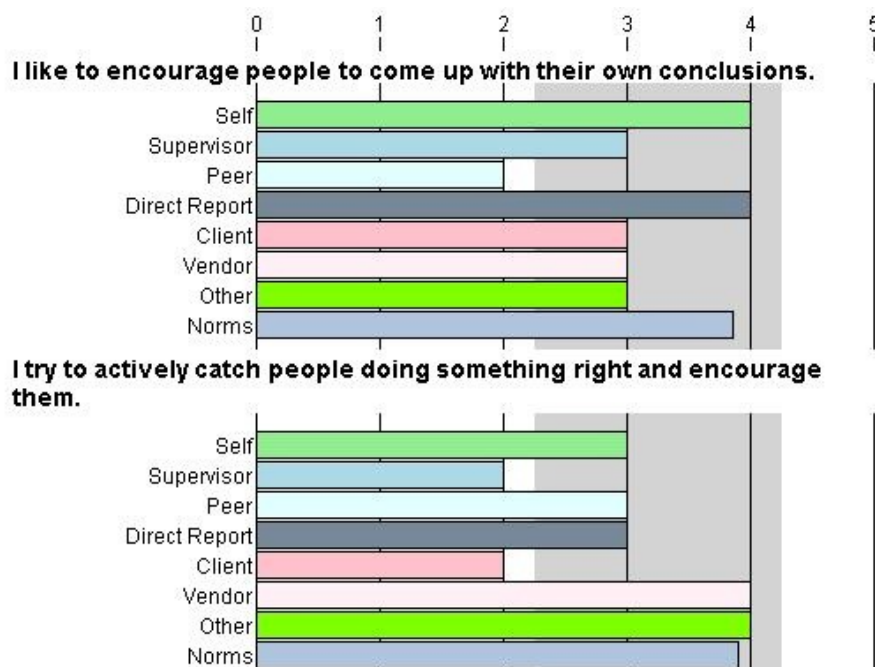
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you are oblivious or unconcerned about people's individual needs, preferring to focus more on goals and/or tasks. As such, you will rely on systems and procedures to provide the necessary leadership framework,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

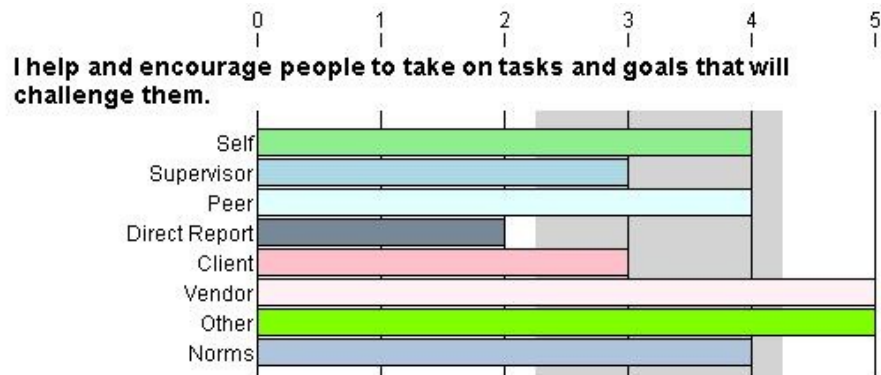
A low scorer comes across as individualistic and unable to trust the skills and abilities of other people to achieve goals and targets without strong "command and control." Such an individual tends to spend little or no time sharing knowledge or coaching others, and does not make time to help and support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

HIGH (greater than 3.5)

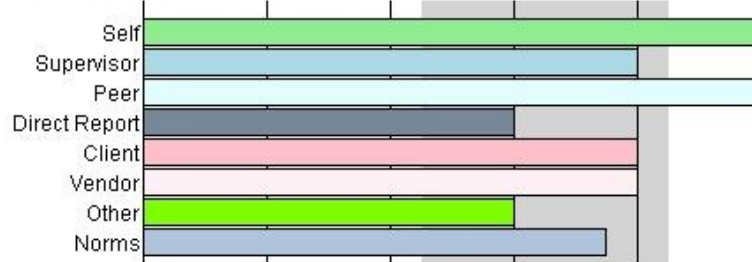
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you use your leadership skills to help and guide people in ways that lead them to become more self-sufficient, and that you encourage them to find their own solutions and commit to their own decisions. 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.

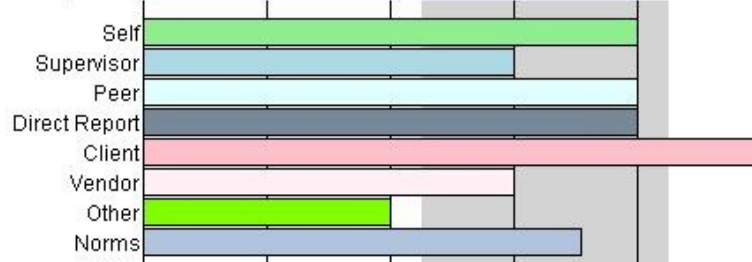




I create opportunities for people with leadership potential to take risks and test their competencies.



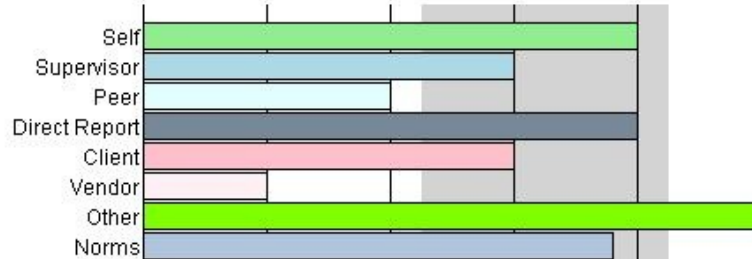
I work with the people I lead to help them create individual development plans.



I know the capabilities of every person I lead.

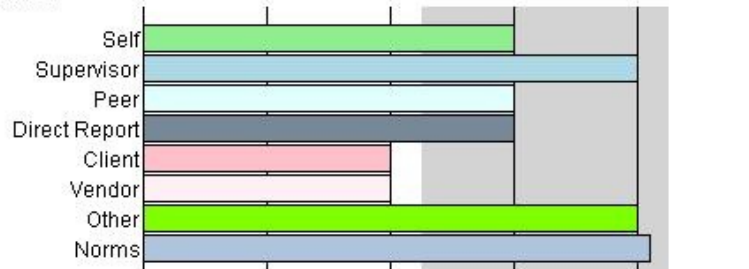


I give people plenty of room to stretch themselves and learn different skills.



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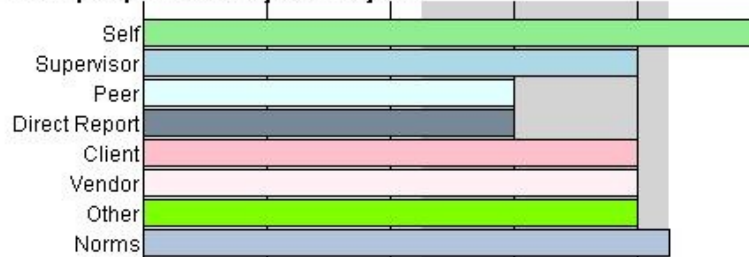
I believe that networking and relationship-building are key to getting things done.



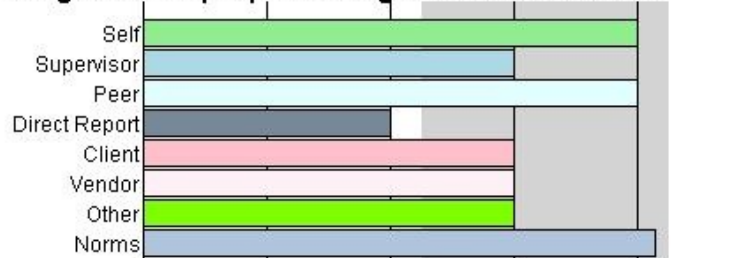
I follow through on my promises and commitments.



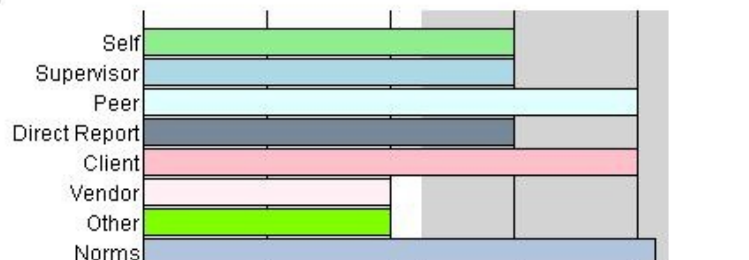
I am someone people feel they can rely on.



I openly recognize other people's strengths and contributions.



I have an "open door" policy to provide any coaching or guidance needed.



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?"

AGGREGATE SELF SCORE (3.40) 

Interpretation

LOW (less than 2.75)

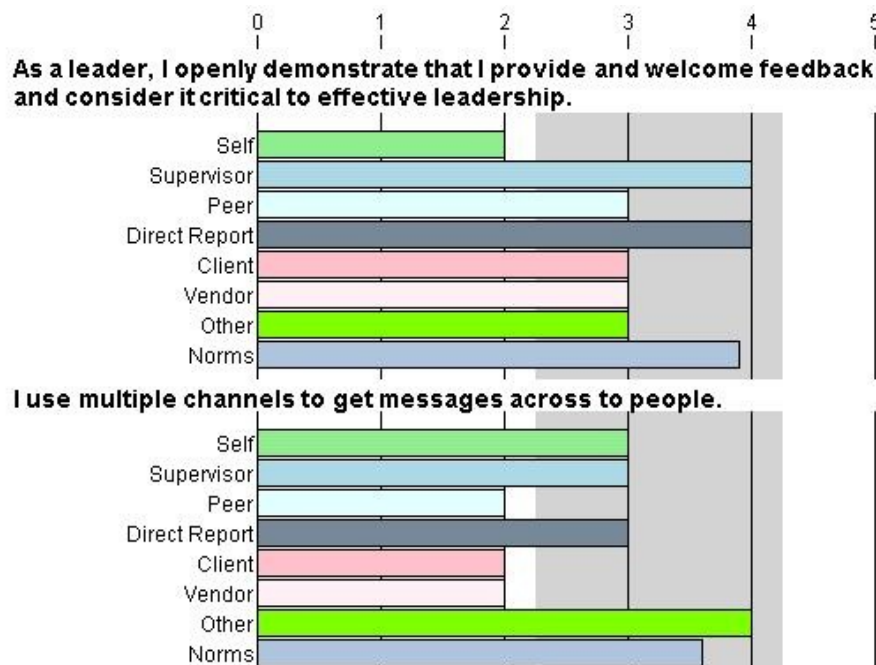
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you miss opportunities to communicate when it would be helpful and fail to take enough time designing the message or thinking about how it might be optimally delivered. You are also likely to find little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





I like to grab people's attention and focus them on the important issues in a discussion.



I am able to get complicated ideas across clearly.

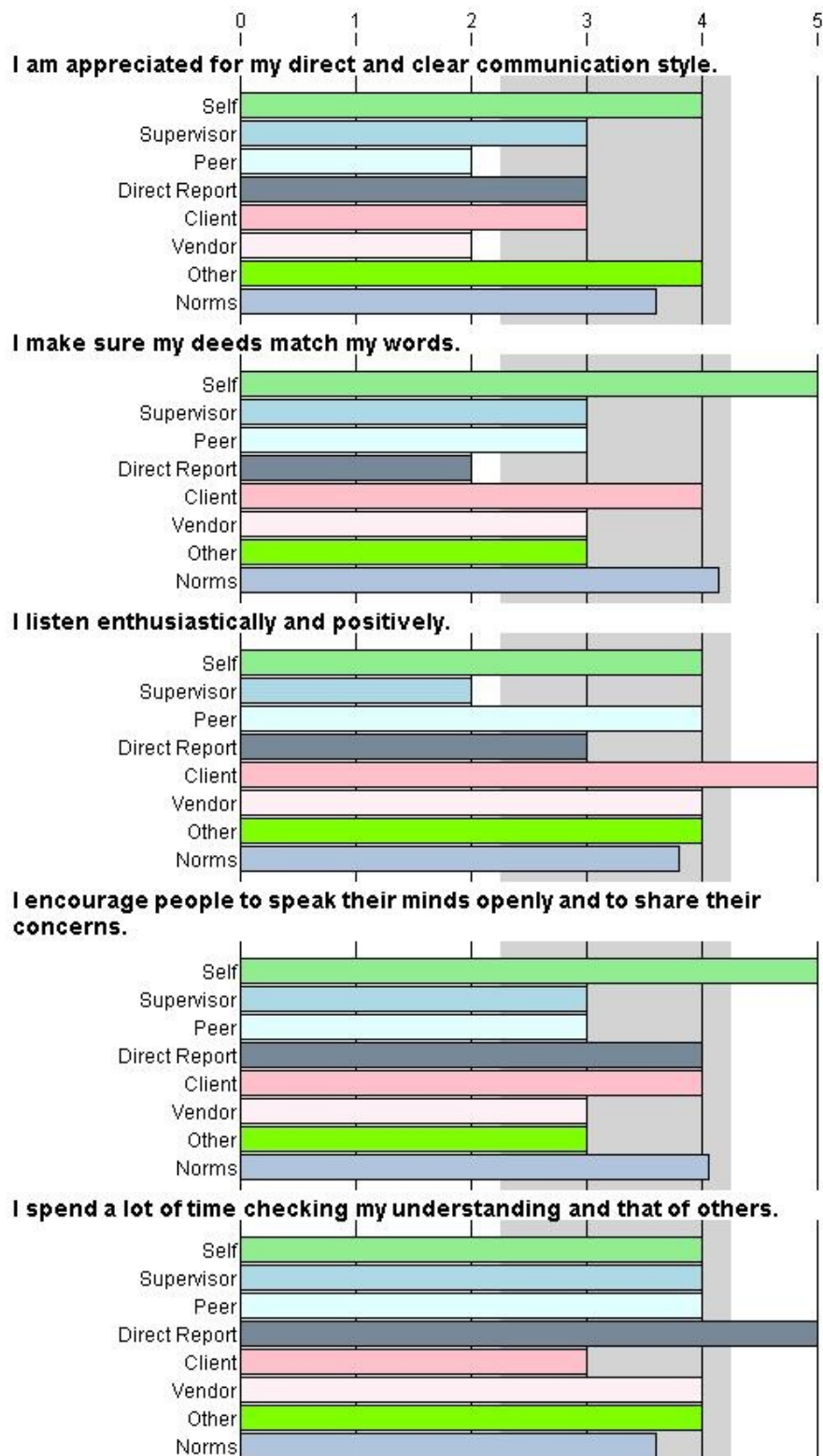


I communicate excitement about future possibilities.



I am good at "reading" other people.





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?"

AGGREGATE SELF SCORE (3.30) 

Interpretation

LOW (less than 2.75)

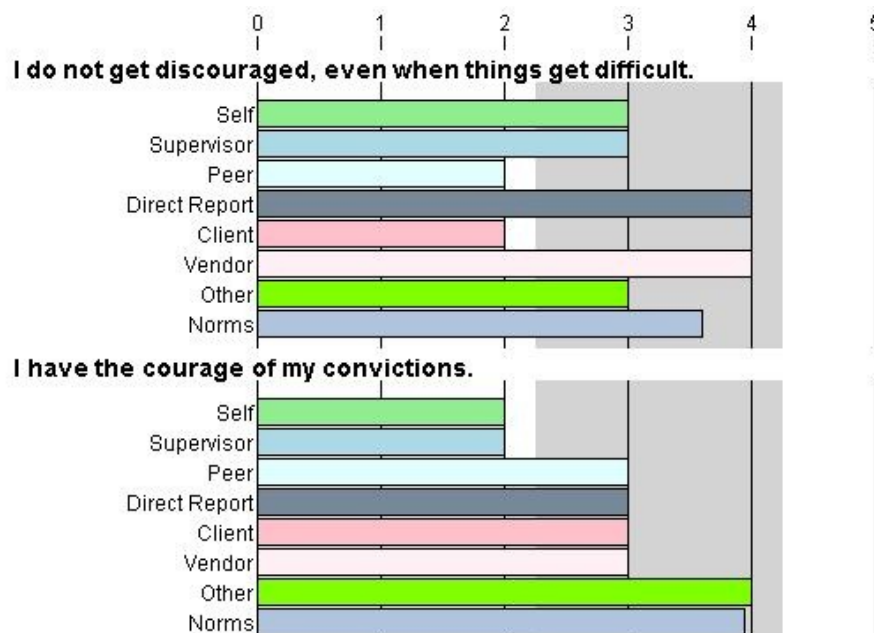
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you expect problems or failure to some extent, and you therefore pursue goals or aims with less confidence than you should. When major obstacles or problems do arise, you are likely to give in or change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

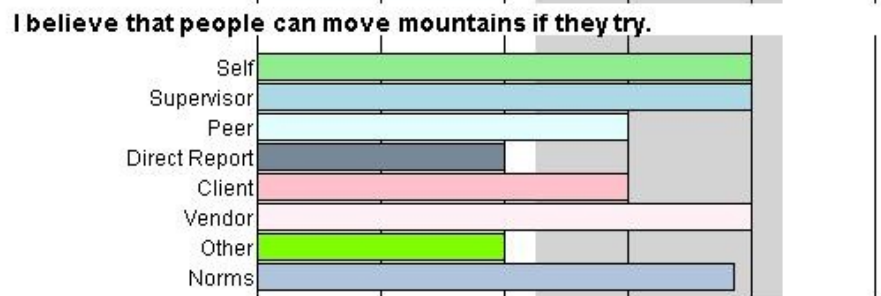
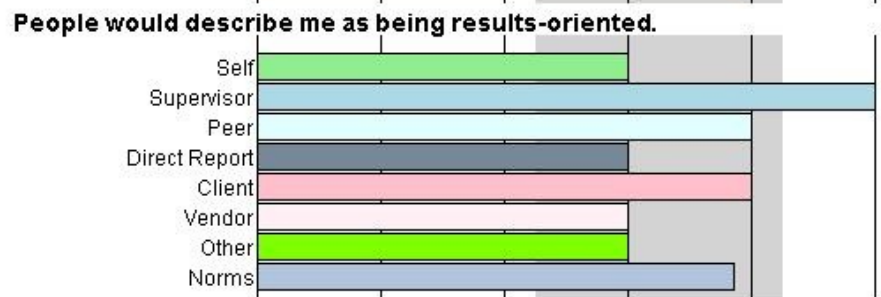
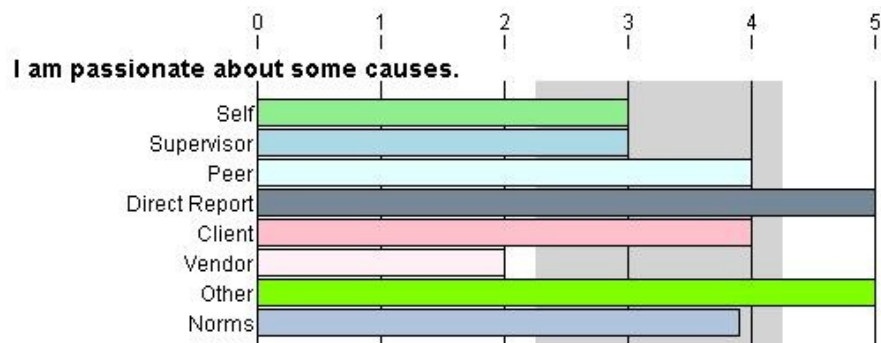
A low scorer tends to lead without conviction or strength of purpose. As a result, he or she is likely to pursue goals and targets without great enthusiasm or effort, and tends to be easily distracted or knocked off course by even minor issues or events.

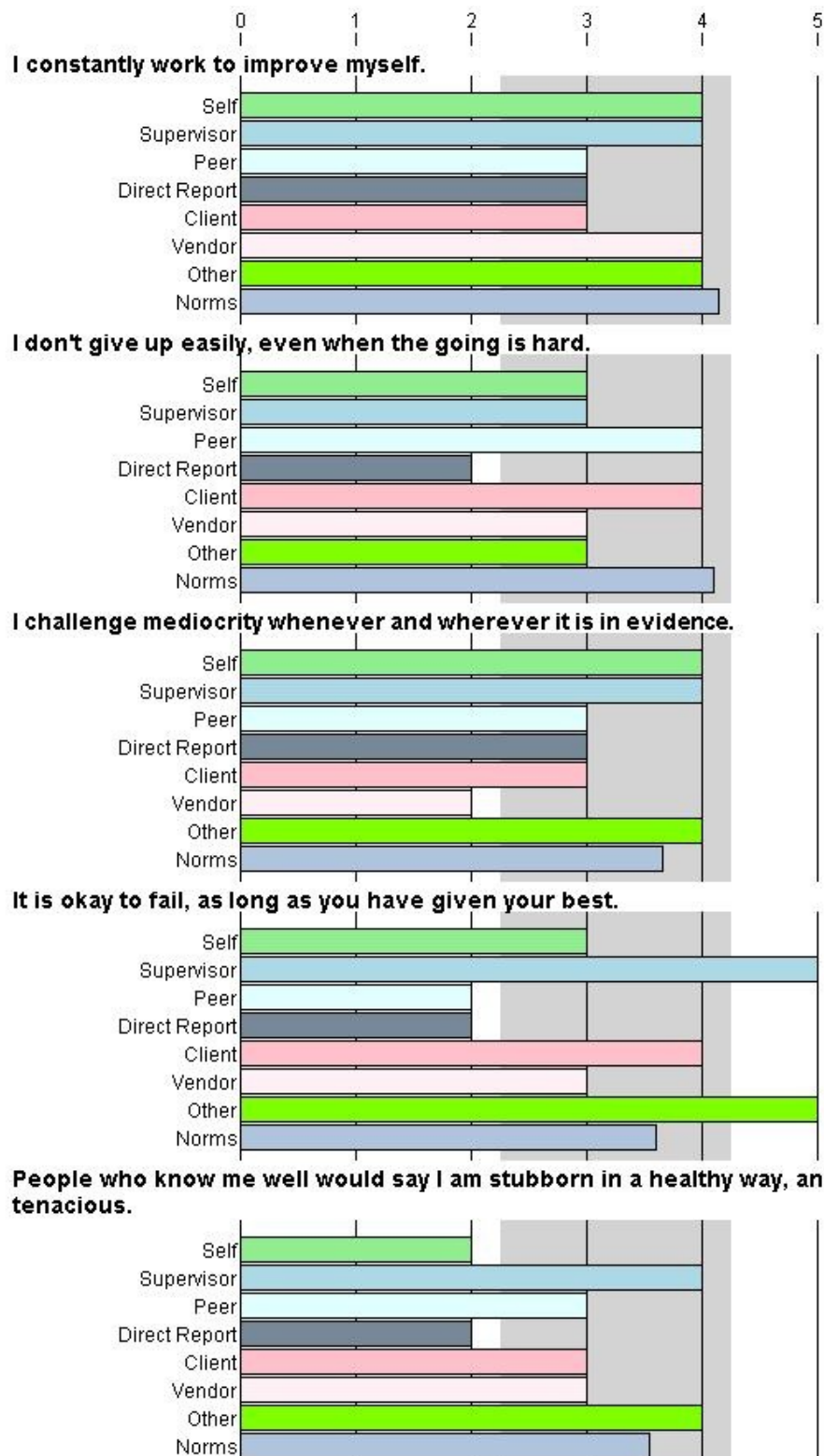
HIGH (greater than 3.5)

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.







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

Directional Clarity

28 .I believe that every goal needs a measurement system. 4.29

Contextual Thinking

17 .I keep track of what's going on in the world around me. 4.14

Emotional Intelligence

6 .I use criticism from others to improve myself and learn. 4.14

Reciprocal Communication

84 .I spend a lot of time checking my understanding and that of others. 4.00

77 .I am able to get complicated ideas across clearly. 4.00

People Enablement

64 .I create opportunities for people with leadership potential to take risks and test their competencies. 4.00

Creative Assimilation

40 .Finding time to quietly reflect and synthesize information is critical. 4.00

Contextual Thinking

16 .I like to consult widely with people external to the organization. 4.00

People Enablement

70 .I am someone people feel they can rely on. 3.86

Creative Assimilation

46 .I highly value diversity of perspectives and opinions. 3.86

Top 10 Development Needs

Contextual Thinking

14 .Events or actions can be seen in a new light in a different context. 2.71

Directional Clarity

33 .I am comfortable being "out in front" of a group or team. 2.71

Reciprocal Communication

74 .I use multiple channels to get messages across to people. 2.71

Emotional Intelligence

3 .I well understand my personal strengths and weaknesses. 2.86

11 .If asked, people would say that I have an appropriate amount of humility. 2.86

Creative Assimilation

38 .People would say that I bring creative approaches to decision making. 2.86

Change Orchestration

56 .My own behavior is adaptable and flexible to changing needs. 2.86

58 .I review and revise the assumptions that underlie any significant change plan. 2.86

59 .I tackle resistance to change quickly and fairly. 2.86

Drive and Persistence

86 .I have the courage of my convictions. 2.86



COURSE AND READING SUGGESTIONS

Here is a link to a 12 page workbook that can help you further

<http://assessments24X7.com/rsb/RSBIs.pdf>

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.

Change Orchestration

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?"

Reading Suggestion

- The Human Side of Change. Timothy Galpin: Jossey Bass
- The Change Masters. Rosabeth Moss Kanter: Simon and Schuster

Course Suggestion

- Change Management
- Project Management
- Strategic Planning
- Effective Delegation
- Time Management
- Managing Pressure and Stress

Other Suggestion

- Complete the "Change Management Effectiveness Profile". HRD Press, Inc.
- 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 Change Management Toolkit. Gary Starke and Dutch Holland: Winhope
- A Force for Change. John Kotter: Free Press
- Making it Happen. John Harvey: Jones-Collins
- Managing the Change Process-A Field Book. David Carr: McGraw Hill

Drive and Persistence

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?"

Course Suggestion

- Assertiveness
- Conflict Resolution
- Time Management
- Problem Solving and Decision Making
- Change Management

Reading Suggestion

- The Goal. Eli Goldratt and Jeff Cox
- Requisite Organization. Eliot Jacques: Carson Hall
- The David Solution. Valerie Stewart: Gower
- Asserting Yourself. Sharon Anthony Bower and David Bower: Perseus
- Don't Say Yes When You Mean No. Herbert Fenstecheim and Jean Baer: Dell

Other Suggestion

ActionCOACH DEMO - 777-555-8888 - www.yourwebsite.com - Page 38 of 44

- 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

- Pulling Your Own Strings. Wayne Dyer: Harper Collins



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.

Events or actions can be seen in a new light in a different context.
Action to Take:

Score: 2.71

I am comfortable being "out in front" of a group or team.
Action to Take:

Score: 2.71

I use multiple channels to get messages across to people.
Action to Take:

Score: 2.71

I well understand my personal strengths and weaknesses.
Action to Take:

Score: 2.86

If asked, people would say that I have an appropriate amount of humility.
Action to Take:

Score: 2.86

Contextual Thinking

Try to look at things from a different perspective.

Our natural tendency is to take things at face value. We'd prefer not to have to spend too much time making judgments or engaging in deeper scrutiny. However, an effective leader shows the team how to discover what lies below the surface and look for the more subtle meaning. People need to be able to evaluate how apparently simple situations can take on new meaning or greater importance when put into context.

Looking at events in a new light does not mean deliberately distorting what is seen or experienced, but rather refusing to accept the first or most obvious impressions that are made. The effective leader realizes that individual actions often spring from a complex array of influences and motives. One of their most important tasks is to be insightful and careful about making judgments, and showing others how to do the same thing.

We look at most actions or events in their "obvious" or presented context without any further probing or analysis: at "face value." However, a little gentle probing or "reading between the lines" will usually reveal a completely different perspective or result. Do not accept a situation at face value: Always look a little more closely beneath the surface.

To put things in context, simply look beyond the obvious explanations and ask *what if* questions.

1. What if the timing were different?
2. What if the reverse was true?
3. What if different people were involved?
4. What if the underlying assumptions or facts were false?
5. What if I make a different set of assumptions?

These simple questions have been known to reveal some extremely interesting insights. If you ask them, you are also likely to discover better solutions!

Directional Clarity

Become comfortable playing a more open and visible role.

Some effective leaders are low-key, "background" players, but there are times when a more open and visible presence is appropriate—when the leader has to take charge and be out front.

Some leaders relish every opportunity to be seen, while others are more reluctant, overcoming private concerns about being commanding when they don't feel commanding and confident when they are not or the reverse, eloquent when they are feeling tongue-tied. Sometimes you just have to jump in at the deep end and take the lead.

Try doing these things to help progressively build your effectiveness:

1. Get used to taking a visible lead by making a presentation to your own team on a subject of your choice; in it, describe a future action plan in the clearest way that you are able.
2. Take advantage of every opportunity to speak publicly to supplier groups, customers, other organization stakeholder groups, etc.
3. Select an issue about which you feel strongly, and volunteer to explain it. Then present it to others and try to persuade them of its soundness.
4. Then volunteer to take on one of your team's key goals. Actively lead from the front or coordinate the help of others to help you achieve it.
5. Look for opportunities outside the work environment to help build your confidence in making presentations on subjects not in your direct experience or working on projects that require you to communicate with large or diverse groups of people.

RC-2

Reciprocal Communication

Use multiple channels to get your message across.

WAYS TO GET A MESSAGE ACROSS TO PEOPLE

There are four key forms of communication, each one suited to a different purpose. They are as follows:

1. SOCIAL COMMUNICATION

People speak to each other to maintain a relationship or acknowledge each other's presence, rather than to exchange information. People manage surface impressions and generally present themselves in a favorable light.

Examples: small talk, common courtesies.

Appropriate listening involves:

- *Taking part in rituals, taking turns in talking and listening, being friendly.*
- *It also means not taking everything at face value. When someone says "Hi! How are you?" we aren't expected to give details.*

2. INFORMATIONAL COMMUNICATION

People speak to each other to exchange information or convey factual knowledge.

Examples: a sales person explains a product to a customer, two colleagues discuss work after meeting each other.

Appropriate listening involves:

- *Accurate receiving of information and processing of the information (getting the meaning, and remembering).*
- *Mental rehearsal to remember information or data.*
- *Reflective listening to check information.*

3. EXPRESSIVE COMMUNICATION

People speak to each other to express opinions, attitudes, or feelings, as well as to understand each other's position. This kind of communication is used when people have a misunderstanding or conflict with

4. PERSUASIVE COMMUNICATION

The speaker attempts to persuade and influence the listener to do something. The speaker might have a bias for or a prejudice against a particular course of action, a

someone.

Examples: sharing a happy experience, resolving a dispute, a customer making a complaint.

Appropriate listening involves:

- *Passive listening to let the other person vent their feelings.*
- *Reflective listening, when someone asks you to be a “sounding board.”*
- *Communicating empathy and understanding.*

person, or a product.

Examples: a simple request to change one’s mind or attitude or to make a donation; a sales-person explains the advantages of a product or service.

Appropriate listening involves:

- *Getting clear on what is being asked of you.*
- *Using reflective listening to clarify and confirm what is wanted, and to avoid misunderstanding.*

EL-3

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.

EI-11

Emotional Intelligence

Demonstrate appropriate humility.

Leadership in any commercially based organization is all about helping people learn to take responsibility for themselves. The leader gives up the chance to steal the glory or do it their way in favor of letting go and humbly accepting a more important role: to quietly guide the individual and the team toward its goals and objectives.

Good leadership is not about commanding a team, but about focusing its members on individual and group goals and helping the team hit its targets. Good leaders do this subtly and always with the greatest possible humility.

The best leaders are able to work at three levels to provide this kind of guidance. Here is how to do it:

1. Work closely with people one-on-one: Provide feedback, help them set goals and tasks that “stretch” them, and listen, listen, listen! Be prepared to say that you do not always have the answer.

2. Set up a climate or environment that encourages people to risk doing things differently and learn from the experience. Get them to reflect on their experiences and what they learned. Help them take advantage of opportunities to learn from others, challenge themselves, and learn new things. You don’t want the individual to rely on the leader to make decisions for them or to tell them what they should do.

3. Actively set up learning opportunities for individuals. Introduce them to others who can help them develop. Provide new and challenging work experiences, and give them access to people, ideas, and situations that they would not be able to access easily on their own. Your goal should be to help them network and work with many different people.