CHANGE MANAGEMENT

EFFECTIVENESS REPORT

Sample Report
7/22/2010

⭐ INTRODUCTION

This Change Management 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 seven competencies that make up the Change Management Effectiveness profile. The areas to concentrate on are those scores above 3.5 (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 seven 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 84. 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.
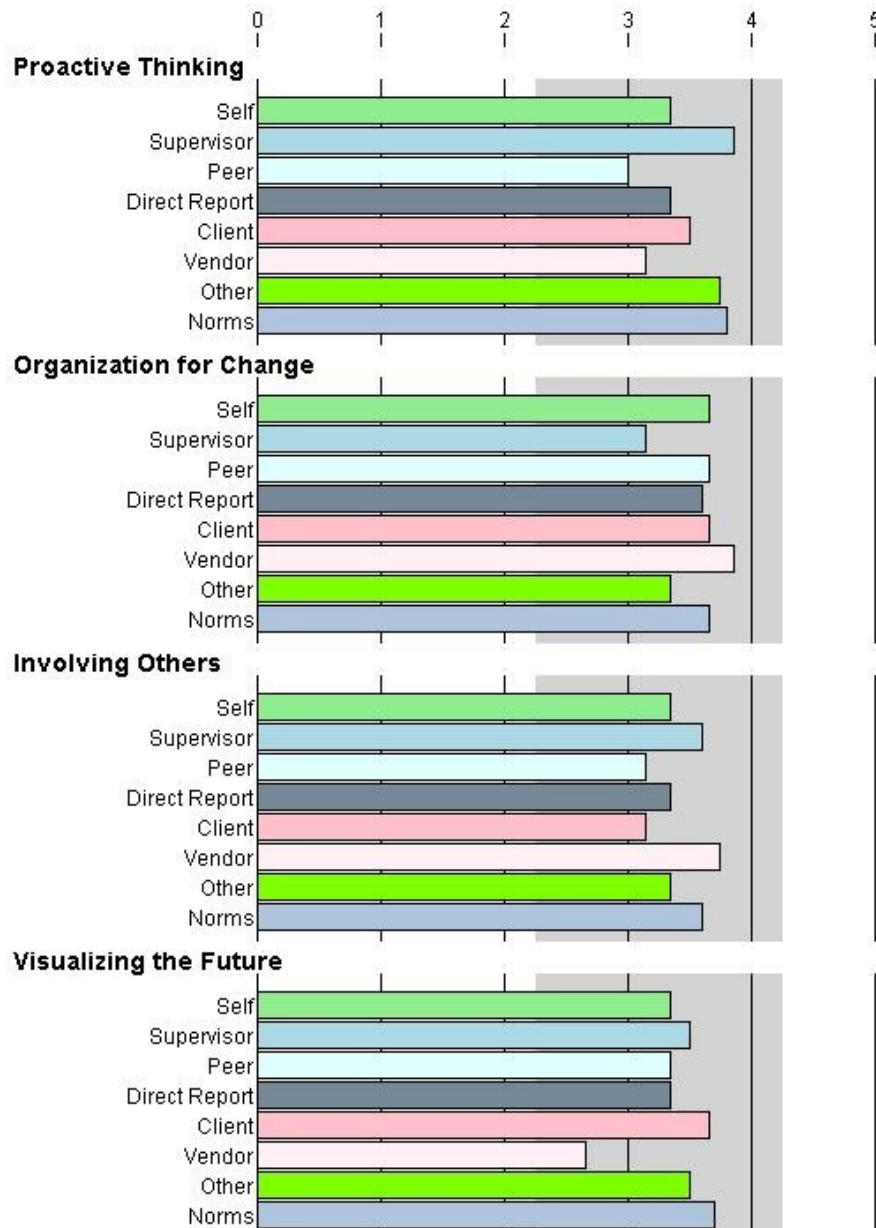
6. Coaching Tips
Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.
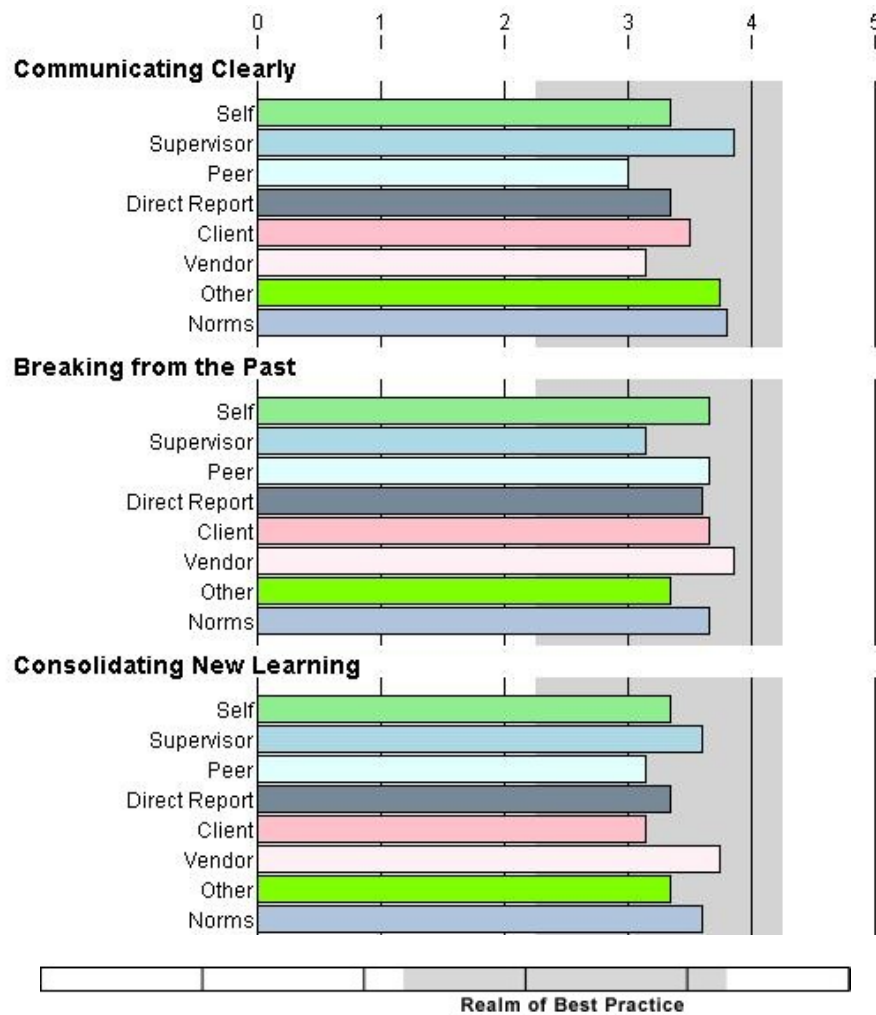
Note on 360 Degree Feedback
If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.

OVERALL SUMMARY

Proactive Thinking

Self, Supervisor, Peer, Direct Report, Client, Vendor, Other, Norms

Organization for Change

Self, Supervisor, Peer, Direct Report, Client, Vendor, Other, Norms

Involving Others

Self, Supervisor, Peer, Direct Report, Client, Vendor, Other, Norms

Visualizing the Future

Self, Supervisor, Peer, Direct Report, Client, Vendor, Other, Norms

Communicating Clearly

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

Breaking from the Past

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

Consolidating New Learning

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

Realm of Best Practice

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

PROACTIVE THINKING

Proactive Thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"
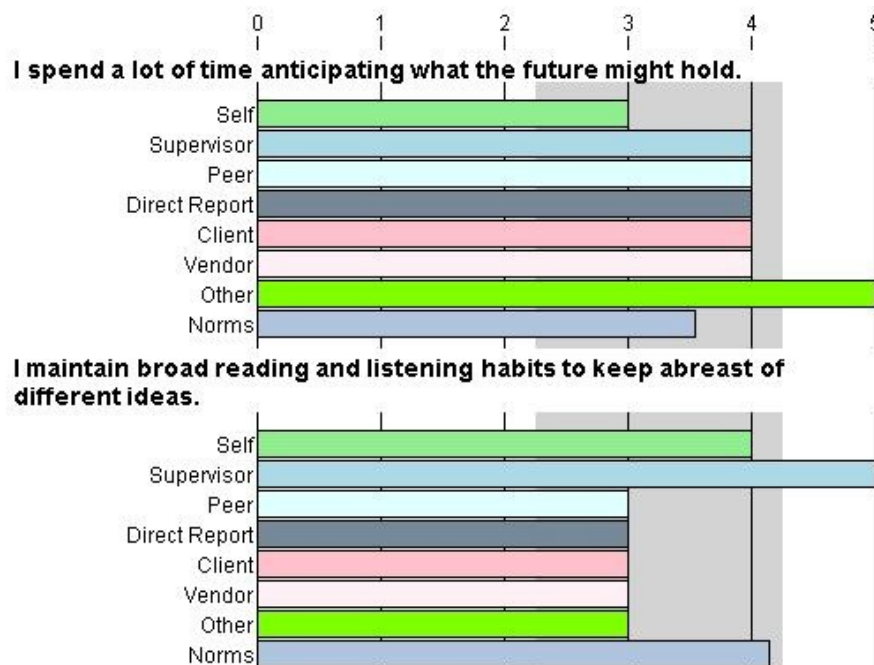
AGGREGATE SELF SCORE (3.42)

Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you spend little time thinking about and preparing for the future, and rarely look beyond the immediate effect of your actions or decisions. You are also unlikely to "tune in" closely to what may be happening around you and, therefore, do not worry about whether you are up-to-date or learning new things. A low scorer will likely take change "as it comes" (or as designed by others), and give themselves limited time to anticipate the change and avoid being taken by surprise. Low scorers may also rely heavily on past experience and their capacity to think quickly on their feet when they become caught up in change activities and initiatives.
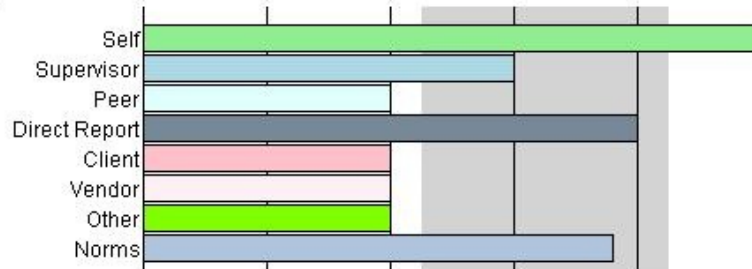
HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are generally someone who takes change in stride, and commits a fair amount of time to thinking about the future and what could happen. You may also look broadly for clues or guidelines from your current experience that might be usefully applied to what could happen in the future. A high scorer will likely actively engage in constant information networking and personal learning to keep up-to-date and alert for any significant changes from "normal" routine. High scorers may also initiate change to the routine to increase efficiency or effectiveness, rather than to wait until major structural change becomes necessary.

I spend a lot of time anticipating what the future might hold.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I maintain broad reading and listening habits to keep abreast of different ideas.

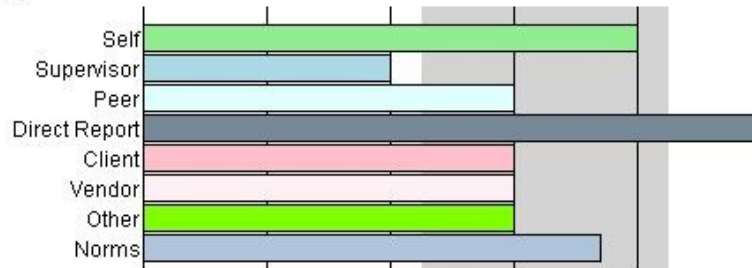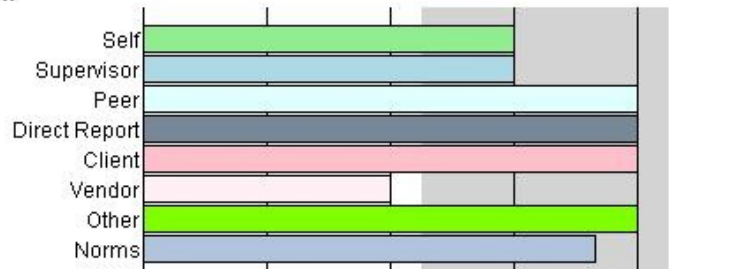|	
Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

People who know me would say that I am generally well prepared for change.
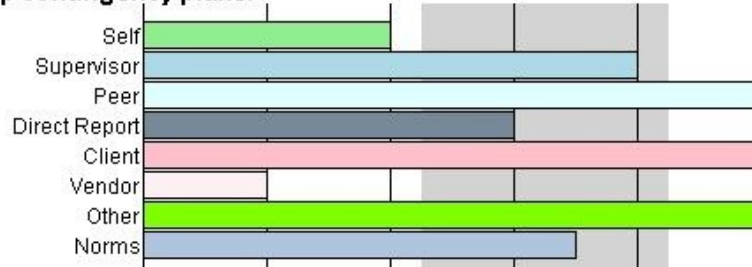

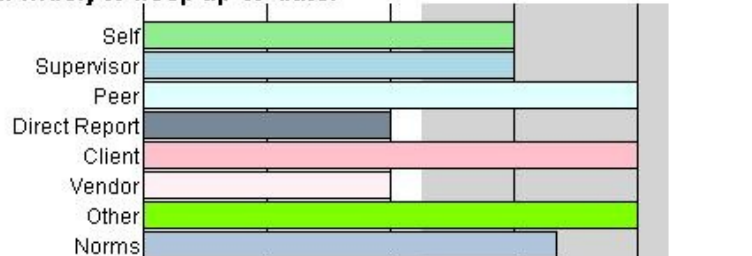**I think through the future implications of all my major actions and decisions.**

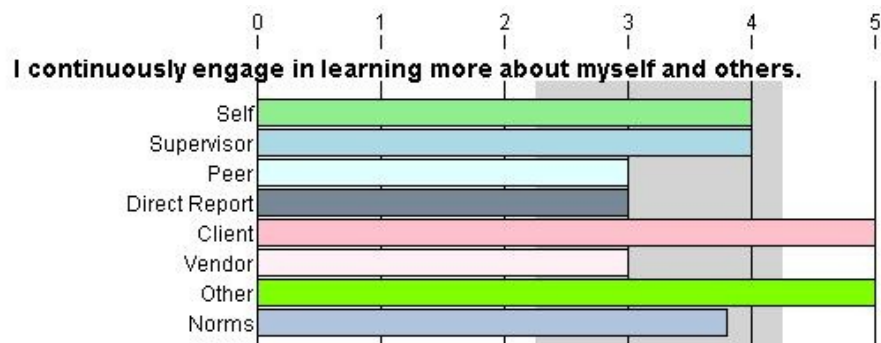**I set up a range of useful listening channels to help me know what is going on.**
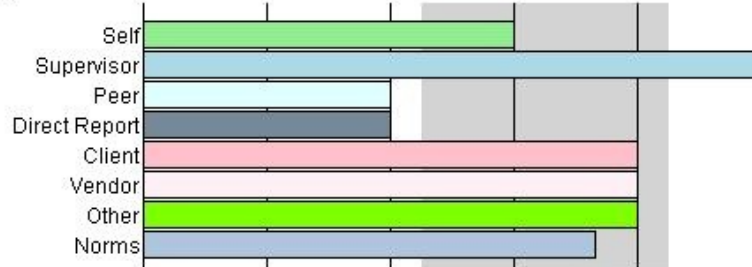

I develop contingency plans.

I network widely to keep up-to-date.

Scale: 0 1 2 3 4 5

I continuously engage in learning more about myself and others.

Rater	Value
Self	4
Supervisor	4
Peer	3
Direct Report	3
Client	5
Vendor	3
Other	5
Norms	3.8

I make sure that I stand back far enough to see the "forest as well as the trees."

Rater	Value
Self	3
Supervisor	5
Peer	2
Direct Report	2
Client	4
Vendor	4
Other	4
Norms	3.7

I often think, "How could this be done differently?"

Rater	Value
Self	4
Supervisor	4
Peer	1
Direct Report	3
Client	3
Vendor	5
Other	3
Norms	4.2

Life is much easier if we accept that change is inevitable.

Rater	Value
Self	3
Supervisor	5
Peer	2
Direct Report	4
Client	2
Vendor	4
Other	4
Norms	4.3

I believe that past lessons can help us understand what might happen in the future.
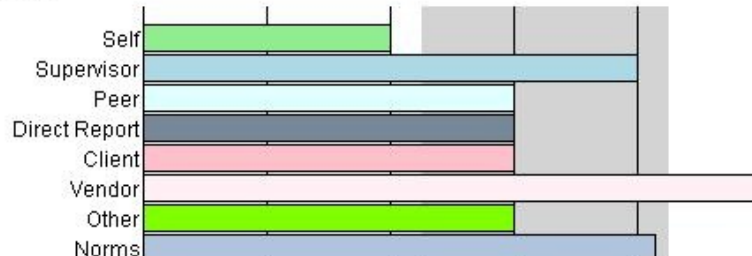
Rater	Value
Self	2
Supervisor	4
Peer	3
Direct Report	3
Client	3
Vendor	5
Other	3
Norms	4.1

Proactive thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"

Recommendations for Improvement

Low scorers need to build relationships with people in the organization who are known for their proactivity, and learn to emulate their behavior in thinking ahead, initiating small-scale change, and finding ways to keep their knowledge and skills up-to-date and growing.

Ways to Strengthen or Improve Proactive thinking

- Build in some quality time to think about the future and changes that might occur.
- Generate a range of possible scenarios and write down what might need to change now to avoid a problem or capitalize on an opportunity.
- When significant events or situations occur, try to anticipate what could happen.
- Plan how you might respond positively to new or unusual experiences.
- Try to network with a wide range of people to actively keep up-to-date and ahead of the game.

ORGANIZATION FOR CHANGE

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"
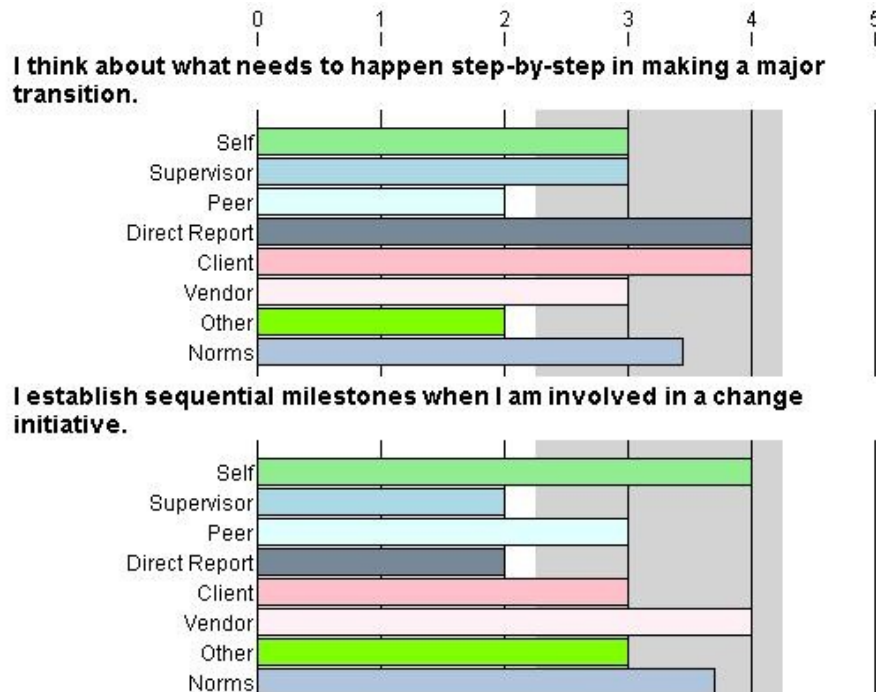
AGGREGATE SELF SCORE (3.56)

Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you spend insufficient time in planning for or organizing change to make it easier to handle. Change is, therefore, likely to be managed randomly and haphazardly as one amorphous event, rather than breaking it down and managing it in logical component parts. A low score person will likely manage change "just in time," as it arises, without the benefit of any preparation or organized approach or system to tackle it. Such individuals tend to let the change manage themselves and others for whom they are responsible, rather than control the change.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are usually extremely well prepared for change, both personally and on a wider organizational scale. This usually means that you see minor and major change as an "event," or a project to plan and manage in a systematically and coordinated way, using any organizational tools that are appropriate. High scorers use a range of different organizational tools and methods, as necessary, when change first appears on the horizon. They are, therefore, likely to develop specific plans, goals, and milestones, and organize themselves and those around them.

I think about what needs to happen step-by-step in making a major transition.

I establish sequential milestones when I am involved in a change initiative.

I break down any change project into manageable parts or tasks.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I try to quantitatively assess the impact of any change on me and on others.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I develop specific goals to tackle change projects.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I carefully assess the risks of change so that they can be managed.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I assess who is likely to be affected by a change, and by how much.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I take responsibility for coordinating actions and/or groups of people in change projects.

	Score
Self	3
Supervisor	4
Peer	3
Direct Report	4
Client	3
Vendor	4
Other	3
Norms	4
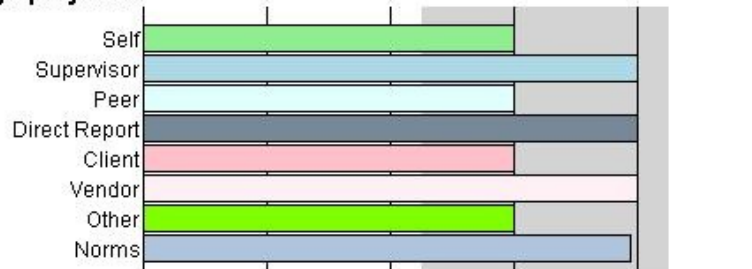
I design progress measurement systems and processes for major tasks projects.

	Score
Self	4
Supervisor	3
Peer	4
Direct Report	3
Client	4
Vendor	5
Other	4
Norms	3.5
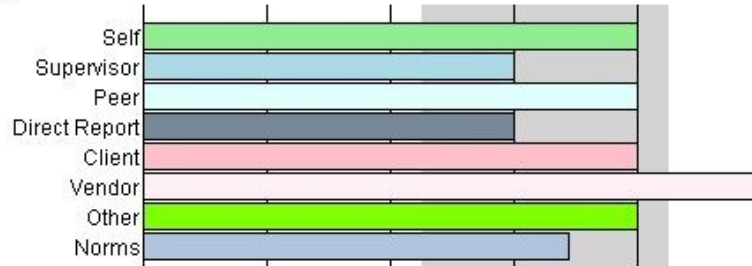
I carefully identify the major priorities that have to be faced.

	Score
Self	5
Supervisor	2
Peer	3
Direct Report	2
Client	3
Vendor	5
Other	3
Norms	4
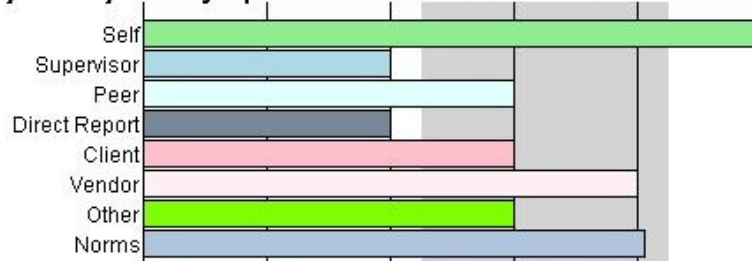
I research issues or situations that I do not fully understand.

	Score
Self	4
Supervisor	3
Peer	4
Direct Report	3
Client	5
Vendor	5
Other	2
Norms	3.5

I encourage people to experiment with the way they perform their work.

	Score
Self	4
Supervisor	3
Peer	4
Direct Report	3
Client	4
Vendor	3
Other	2
Norms	3.5

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small- or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Recommendations for Overall Improvement

The low scorer needs to be much more organized and prepared for future changes. To do this, they should ideally use a range of organizing tools and methods useful for a variety of change situations, such as checklists, prioritization sheets, forward planning event charts, diary systems, project planning techniques, risk assessment systems, and other similar tools.

Ways to Strengthen or Improve Organization for Change

- Think about every reasonably significant change as a project (like moving a house or launching a new advertising campaign).
- Develop a written plan to include contingencies, milestones, and measures for each of your more significant projects.
- Think about how you will organize yourself, other people, and resources to cope day-to-day and week-by-week.
- Carefully assess the risks that you foresee before each significant change event or project takes place.
- Spend quality time looking ahead so you are prepared for change or (as unsurprised as possible) when it occurs.

INVOLVING OTHERS

Involving Others relates to the success of your efforts to talk and consult with others in order to gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"
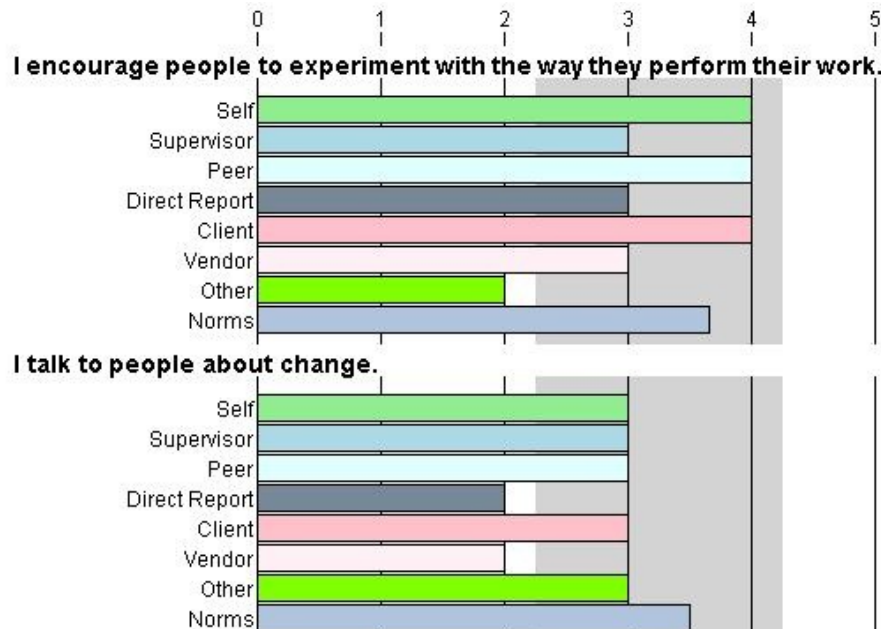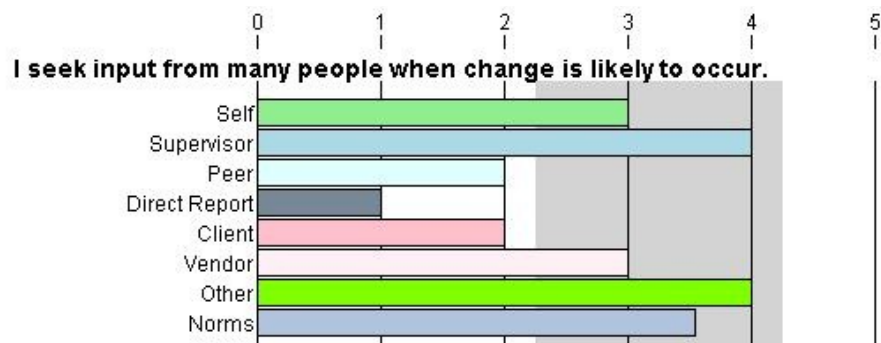
AGGREGATE SELF SCORE (3.38)

Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you rarely engage others in conversation about change (either when it arises or before it occurs as an anticipatory action). You are, therefore, more likely to handle change of any sort by yourself, with little input or interest in how others are handling it. A low scorer will likely be something of a hostage to their own personal experience and thinking when change arises and adopt a "look after myself first" approach or attitude. They therefore might not solicit the input of others or offer any advice, unless it is specifically requested.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you almost instinctively try to involve other people in your thoughts and actions as soon as a change becomes apparent. This entails not only talking with others about known change but inviting individuals and groups to think about future potential change and its various impacts. A high scorer will likely see other people's opinions, experience, and skills as a "resource pool" from which the best ideas on how to handle change can be drawn and shared. As a result, they will offer their own ideas or thoughts widely, and invite widespread comment and input from others.

I encourage people to experiment with the way they perform their work.

I talk to people about change.

I seek input from many people when change is likely to occur.

	0	1	2	3	4	5
Self				3		
Supervisor					4	
Peer			2			
Direct Report		1				
Client			2			
Vendor				3		
Other					4	
Norms						

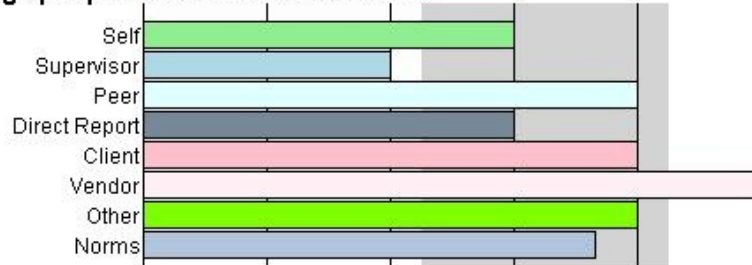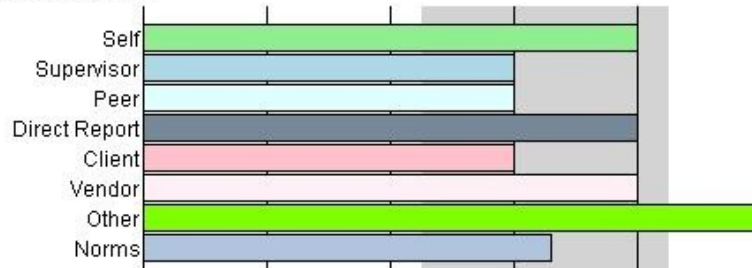## I put myself in other people's shoes when thinking about the impact of change.

	0	1	2	3	4	5
Self			2			
Supervisor				3		
Peer				3		
Direct Report			2			
Client				3		
Vendor					4	
Other				3		
Norms					4	
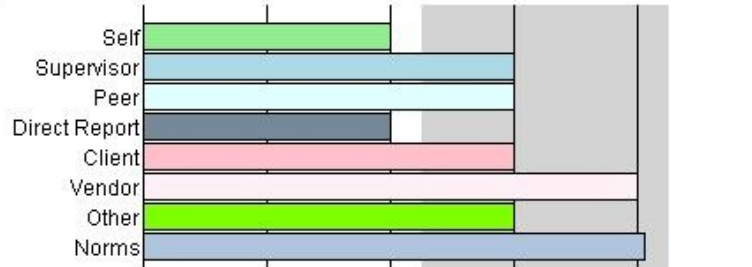
I challenge people to think about the future.

	0	1	2	3	4	5
Self				3		
Supervisor			2			
Peer					4	
Direct Report				3		
Client					4	
Vendor						5
Other					4	
Norms						

I solicit input from quiet and reserved people and ask for their reactions and views.

	0	1	2	3	4	5
Self					4	
Supervisor				3		
Peer				3		
Direct Report					4	
Client				3		
Vendor					4	
Other						5
Norms						

I demonstrate that I value the opinions of others.
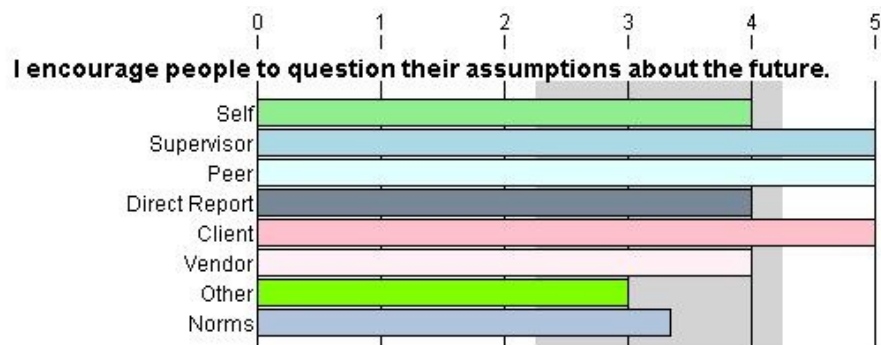
	0	1	2	3	4	5
Self						5
Supervisor					4	
Peer					4	
Direct Report				3		
Client					4	
Vendor				3		
Other					4	
Norms					4	

I encourage people to question their assumptions about the future.

	Scale 0–5
Self	4
Supervisor	5
Peer	5
Direct Report	4
Client	5
Vendor	4
Other	3
Norms	3.4

I try to convey the rewards of the change to majority and to minority groups.

	Scale 0–5
Self	3
Supervisor	4
Peer	4
Direct Report	5
Client	4
Vendor	5
Other	4
Norms	3.5

I routinely talk to people informally to learn what they think.

	Scale 0–5
Self	2
Supervisor	5
Peer	3
Direct Report	4
Client	3
Vendor	5
Other	3
Norms	3.6

I seek out opinion leaders and carefully listen to them.

	Scale 0–5
Self	3
Supervisor	4
Peer	2
Direct Report	5
Client	2
Vendor	5
Other	2
Norms	3.5

I make it a priority to talk to people when major change is on the horizon.

	Scale 0–5
Self	4
Supervisor	3
Peer	1
Direct Report	4
Client	1
Vendor	3
Other	3
Norms	3.7
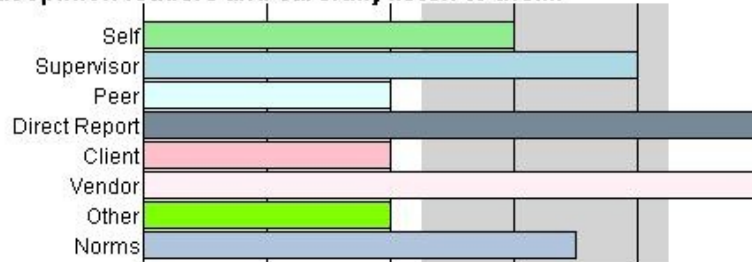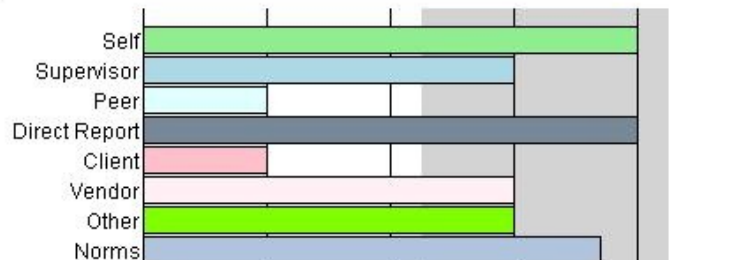
Involving Others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"

Recommendations for Overall Improvement

The low scorer needs to value the potential contribution and input of others around them to offer new insights on handling change, as well as offer to share their own input more widely. To do this, low scorers should seek people out at the earliest possible opportunity when change occurs, and adopt an open, two-way feedback approach that helps to build trust and cooperation.

Ways to Strengthen or Improve Involving others

- Try to build relationships with people who are open and generous with their time.
- Ask people about their ideas and suggestions regarding ways to deal with change.
- Start to offer a few ideas and thoughts of your own (where you have experienced success).
- Solicit input from as many types of people as you can (especially the more reserved ones), to gain a better appreciation of reactions to change.
- Seek to regularize this informal exchange process as part of your daily schedule.

VISUALIZING THE FUTURE

Visualizing the Future is the extent to which you spend time thinking about the medium- and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"
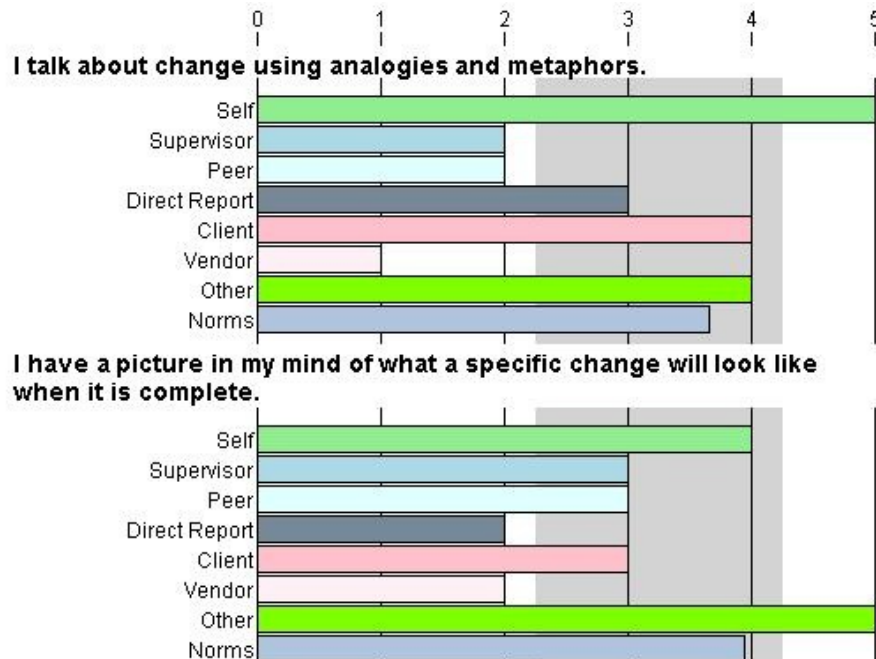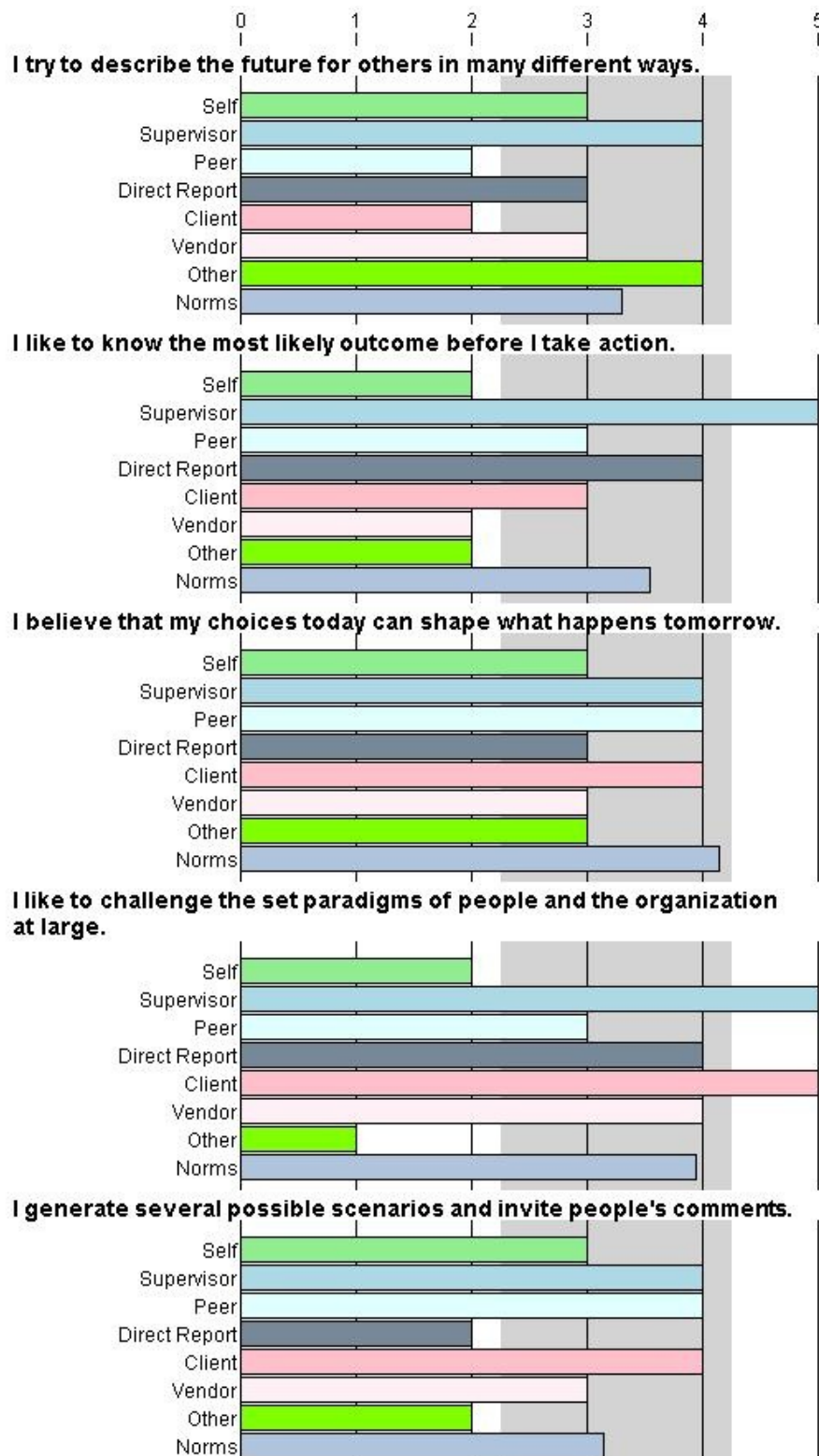
AGGREGATE SELF SCORE (3.33)

Interpretation
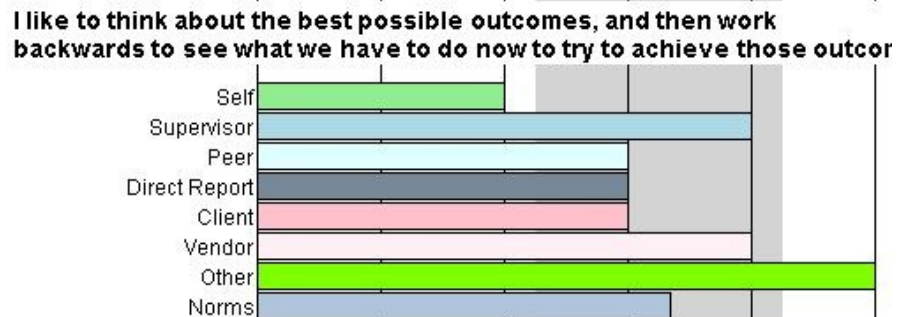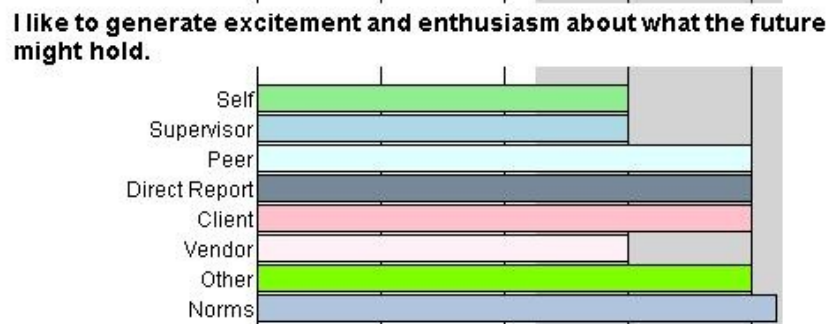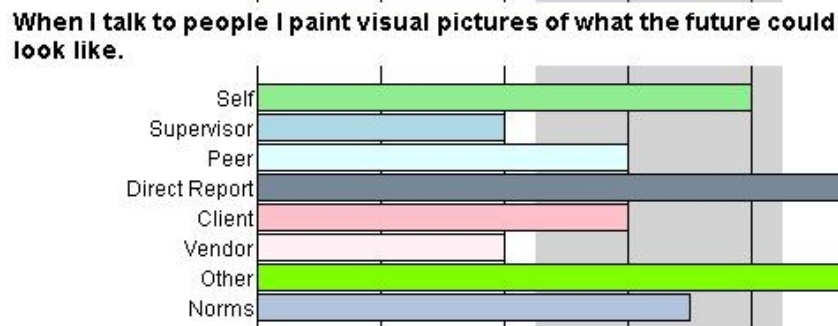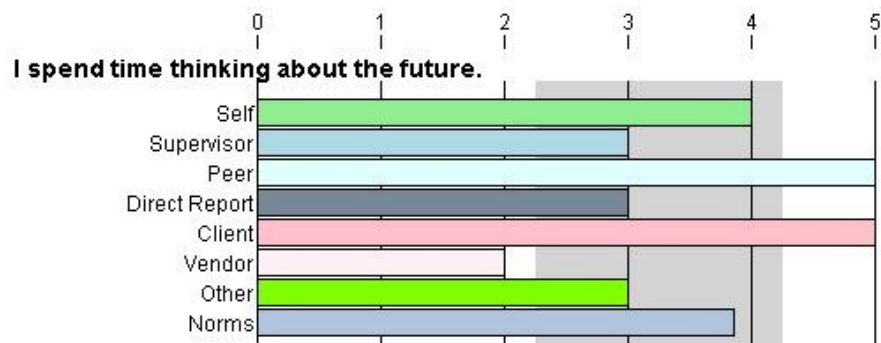
LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you live mainly in the present, and spend little time thinking about how the future might be better or worse as changes arise. You may also feel that your capacity to shape the future is limited or constrained, and therefore spend little or no time discussing or describing what it could look like to others. A low scorer will likely focus on today most of the time, and avoid thinking about tomorrow or the long-term consequences of what they see changing around them. They will, therefore, generally adopt a very short-term perspective, and mainly only extrapolate from existing realities or what they see to be concrete or practical experience.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you have an inherent ability to picture or generate a range of different futures, and try to describe them to individuals and groups in a way that influences their actions today in order to help shape tomorrow. A high scorer will likely engage people in conversation about the future and possible changes that could occur, and even generate creative scenarios that could come about if current actions or practices were changed (or people adopted different strategies today).

I talk about change using analogies and metaphors.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I have a picture in my mind of what a specific change will look like when it is complete.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I try to describe the future for others in many different ways.

I like to know the most likely outcome before I take action.

I believe that my choices today can shape what happens tomorrow.

I like to challenge the set paradigms of people and the organization at large.

I generate several possible scenarios and invite people's comments.

I spend time thinking about the future.

- Self: 4
- Supervisor: 3
- Peer: 5
- Direct Report: 3
- Client: 5
- Vendor: 2
- Other: 3
- Norms: 3.8

People who know me would say that I turn visions into reality.

- Self: 5
- Supervisor: 3
- Peer: 4
- Direct Report: 4
- Client: 4
- Vendor: 3
- Other: 4
- Norms: 3.6

When I talk to people I paint visual pictures of what the future could look like.

- Self: 4
- Supervisor: 2
- Peer: 3
- Direct Report: 5
- Client: 3
- Vendor: 2
- Other: 5
- Norms: 3.4

I like to generate excitement and enthusiasm about what the future might hold.

- Self: 3
- Supervisor: 3
- Peer: 4
- Direct Report: 4
- Client: 4
- Vendor: 3
- Other: 4
- Norms: 4.2

I like to think about the best possible outcomes, and then work backwards to see what we have to do now to try to achieve those outcor

- Self: 2
- Supervisor: 4
- Peer: 3
- Direct Report: 3
- Client: 3
- Vendor: 4
- Other: 5
- Norms: 3.4

Visualizing the Future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"

Recommendations for Overall Improvement

The low scorer needs to shift the balance of their focus from the present to spending more time reflecting on the future. Until it becomes comfortable or "natural," this can be done by engaging in structured discussions or brainstorming sessions about change and the future in general. Individually, low scorers can also reflect more often on what could be, as opposed to what they believe will inevitably come about.

Ways to Strengthen or Improve Visualizing the Future

- Act enthusiastic about the future, and highlight the opportunities to do things in new, better, and more interesting ways.
- Sketch or draw your vision of the future on regular occasions and find time to close your eyes and think about what tomorrow could be like.
- Having done this, work backwards to list all the things that would have to be initiated now or in the short-term to help this vision become a reality.
- Develop a list of future steps, in sequence, that would need to be taken to achieve your ultimate goals.
- Use analogies and metaphors to describe what you think the future could look like to capture people's imagination in different and interesting ways.

COMMUNICATING CLEARLY

Communicating Clearly relates to your efforts to describe change in simple language and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"
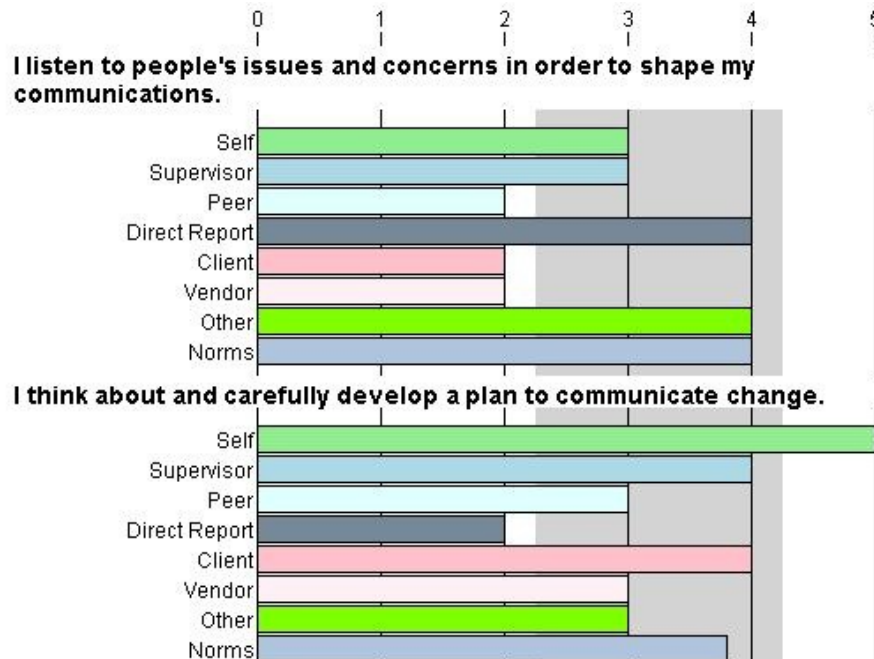
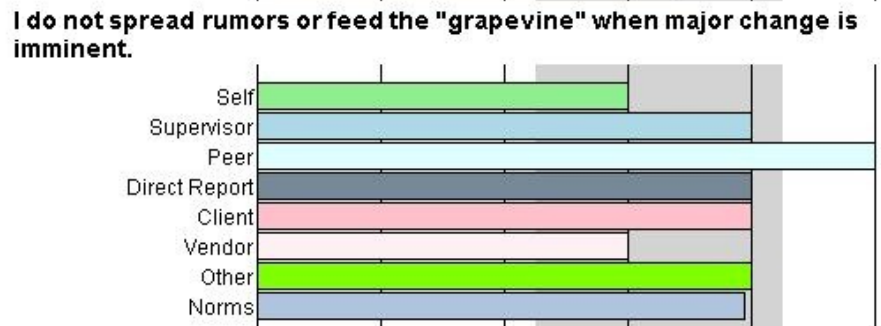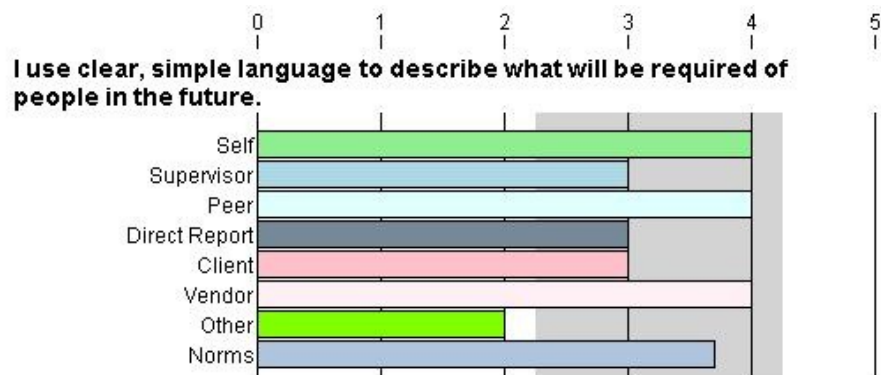AGGREGATE SELF SCORE (3.33)

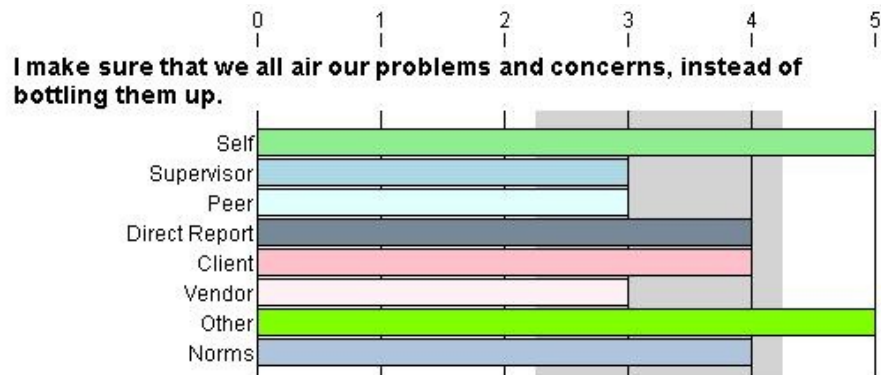## Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to either keep your comments mostly to yourself in change situations, or accept poor communication as the inevitable consequence of the change process and people's willingness to give in to gossip and rumor. A low scorer will likely communicate in an unclear way to others, with little in the way of forward planning or consideration of their audience. They also tend not to vary or translate what they communicate to help others to understand the changes that they may be facing, thus adding to confusion and misinformation.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you see communication as the primary means by which people can arrive at the best solutions to manage the changes that they face. As such, you will see communication as the "oil" in the change mechanism, and spend a lot of time both talking and listening to people as widely as you can. A high scorer will likely engage in a wide variety of communication "events," using a variety of means to ensure that people understand as much as possible, and to ensure that misunderstanding is kept to an absolute minimum. They will, therefore, spend a considerable amount of time transmitting their messages in a variety of ways and listening for feedback to hone their communication.

I use clear, simple language to describe what will be required of people in the future.

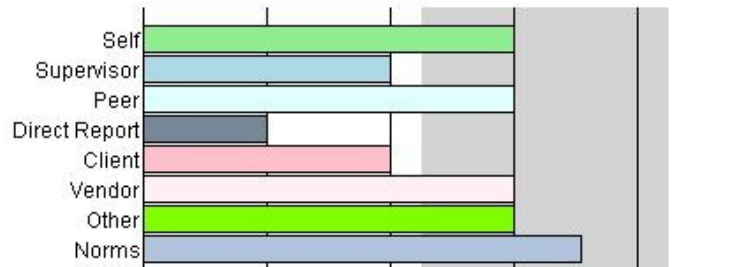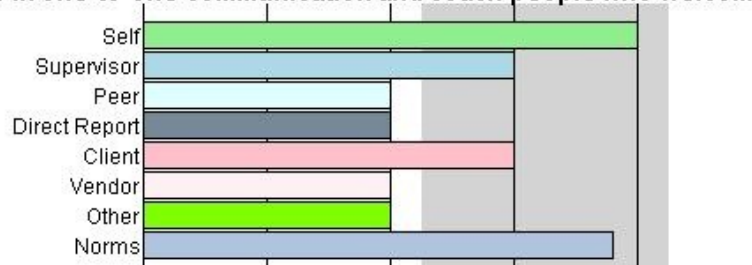| Scale	0	1	2	3	4	5
Self					4	
Supervisor				3		
Peer					4	
Direct Report				3		
Client				3		
Vendor					4	
Other			2			
Norms						

I ask as many questions as necessary to get a clear view of what is possible.

Scale	0	1	2	3	4	5
Self				3		
Supervisor					4	
Peer				3		
Direct Report					4	
Client					4	
Vendor						5
Other					4	
Norms						

I talk to employees on a regular basis to discuss change issues.

Scale	0	1	2	3	4	5
Self			2			
Supervisor						5
Peer					4	
Direct Report						5
Client						5
Vendor					4	
Other				3		
Norms						

I do not spread rumors or feed the "grapevine" when major change is imminent.

Scale	0	1	2	3	4	5
Self				3		
Supervisor					4	
Peer						5
Direct Report					4	
Client					4	
Vendor				3		
Other					4	
Norms						

I openly give and receive feedback.

Scale	0	1	2	3	4	5
Self					4	
Supervisor					4	
Peer					4	
Direct Report				3		
Client				3		
Vendor					4	
Other					4	
Norms					4	

I make sure that we all air our problems and concerns, instead of bottling them up.

Self					
Supervisor					
Peer					
Direct Report					
Client					
Vendor					
Other					
Norms					

I alter my communication style and method, when necessary, to aid clarity.
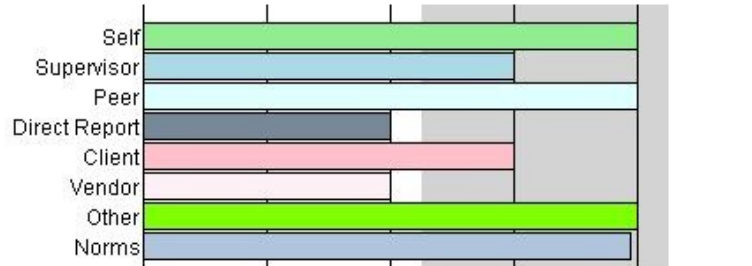
Self					
Supervisor					
Peer					
Direct Report					
Client					
Vendor					
Other					
Norms					

I am patient and give people lots of time to ask questions about change.

Self					
Supervisor					
Peer					
Direct Report					
Client					
Vendor					
Other					
Norms					

I engage in one-to-one communication and coach people who welcome i

Self					
Supervisor					
Peer					
Direct Report					
Client					
Vendor					
Other					
Norms					

I communicate the core change messages in as many ways as necessar create full and widespread understanding.

Self					
Supervisor					
Peer					
Direct Report					
Client					
Vendor					
Other					
Norms					

Communicating Clearly relates to your efforts to describe change in simple language and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"

Recommendations for Overall Improvement

Low scorers need to actively use a variety of direct communication methods and means to give people a clear and concise view of what is happening at the earliest available opportunity (in order to stop the grapevine from becoming the prime means by which people gain information). To do this, they can "walk the talk" in face-to-face conversation, make clear presentations, or even write short and precise communications. In addition, low scorers should actively listen to individual feedback and adapt their communication style and content to maximize clarity and understanding.

Ways to Strengthen or Improve Communicating Clearly

- Practice explaining what is important for people to understand about a future change. Write it down on one piece of paper and read it aloud (to the mirror, your family, or even a pet if you have no one else to listen).
- Think about the different audiences who will receive your message, and make changes so it will be entirely clear to everyone.
- Carefully monitor rumors or gossip, so as to feed the right information to people whenever necessary.
- Translate any information that may be complex or confusing, so that every individual can readily understand it.

Breaking from the Past is the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"
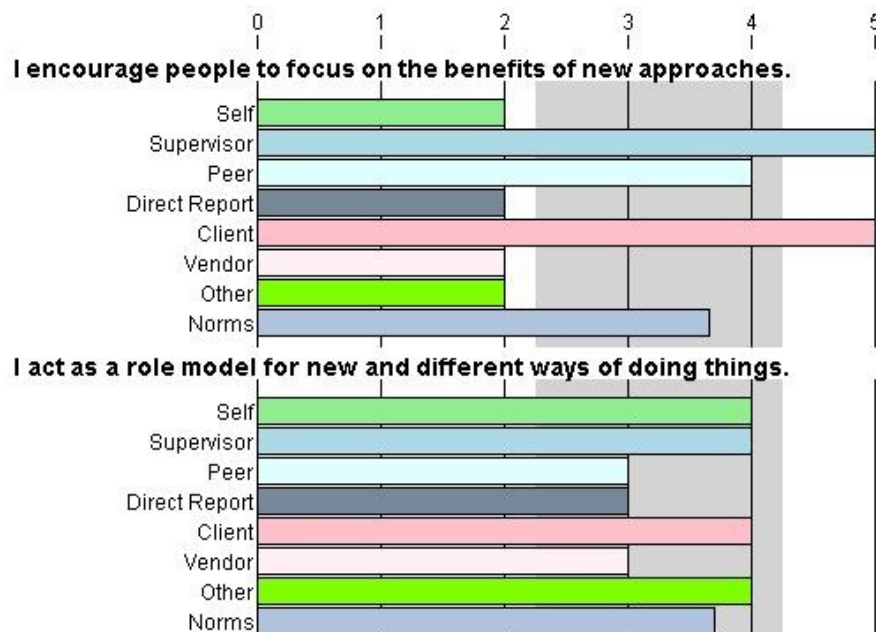
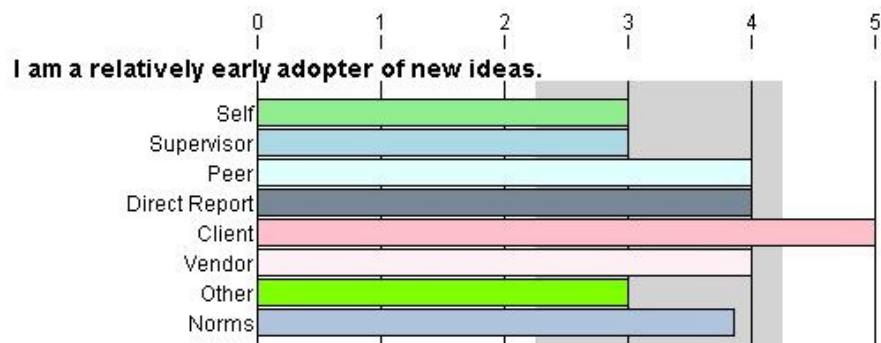AGGREGATE SELF SCORE (3.48)

Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you allow people to stick with the old or traditional approaches for much too long, instead of suggesting a different and better way. In addition, you may personally show visible concern about future change, and will quietly wait until others have gone first before you will follow them. A low scorer is likely to let people stick to their past practices, regardless of whether or not this is in their long-term best interest. They tend to resist change for personal reasons, and therefore slow the transitional process down until others have "tested" the ground and proven that the "new" way is proven to be better.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are generally comfortable as a role model for others in adopting new practices and methods, or even pioneering a new approach. You encourage people to make the transition and leave their old ways behind them (firmly, if necessary). A high scorer is more apt to believe that there is always scope and opportunity to improve upon past practice or approaches, and adopts change at a reasonably early opportunity. Furthermore, high scorers are likely to encourage others to see the downside of sticking with the old ways, and be firm advocates for the benefits associated with the new way.
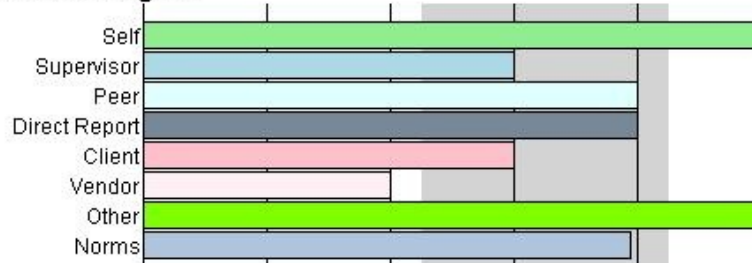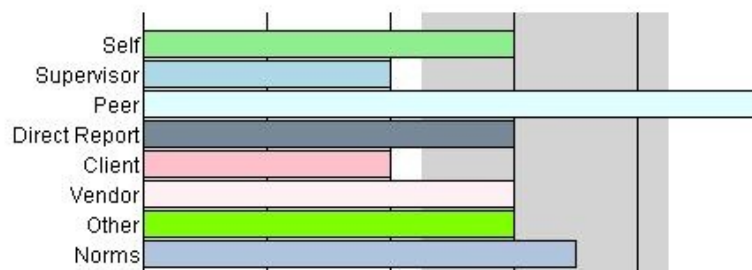
I am a relatively early adopter of new ideas.

Rater	Value
Self	3
Supervisor	3
Peer	4
Direct Report	4
Client	5
Vendor	4
Other	3
Norms	3.8

I help people to recognize the merits of past approaches before we move on.

Rater	Value
Self	4
Supervisor	2
Peer	5
Direct Report	5
Client	4
Vendor	3
Other	4
Norms	3.7

I look for opportunities for people to rehearse or pilot different methods and strategies.

Rater	Value
Self	5
Supervisor	3
Peer	4
Direct Report	4
Client	3
Vendor	2
Other	5
Norms	3.9

I deal fairly but firmly with long-term resistance to necessary change.

Rater	Value
Self	3
Supervisor	2
Peer	5
Direct Report	3
Client	2
Vendor	3
Other	3
Norms	3.5

I am willing to be a pioneer if it helps people make positive changes.

Rater	Value
Self	4
Supervisor	3
Peer	4
Direct Report	4
Client	3
Vendor	2
Other	2
Norms	3.7

I work hard to keep people from "burying their head in the sand."

	Score
Self	3
Supervisor	4
Peer	3
Direct Report	3
Client	4
Vendor	3
Other	3
Norms	3.8

I identify specific steps to help people transition from old to new ways.

	Score
Self	2
Supervisor	3
Peer	2
Direct Report	4
Client	3
Vendor	4
Other	2
Norms	3.3

I describe the downside of sticking with old or outdated methods or approaches.
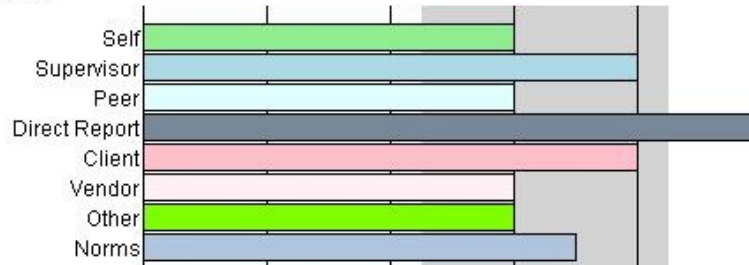
	Score
Self	3
Supervisor	4
Peer	3
Direct Report	5
Client	4
Vendor	3
Other	3
Norms	3.5

I highlight the difficulties that people might encounter if they stick to old ways.

	Score
Self	4
Supervisor	3
Peer	4
Direct Report	4
Client	5
Vendor	4
Other	4
Norms	3.5

After a fair amount of time, I ask people to stop wallowing in the past, and move on.

	Score
Self	5
Supervisor	2
Peer	3
Direct Report	3
Client	4
Vendor	4
Other	5
Norms	3.5
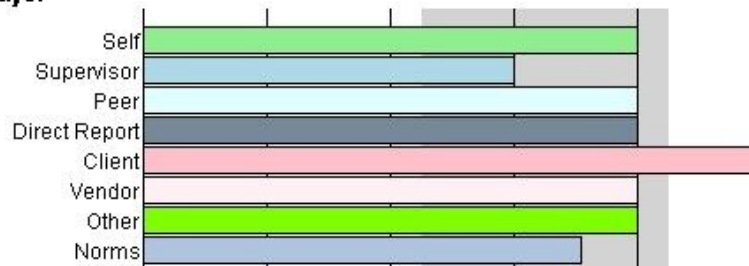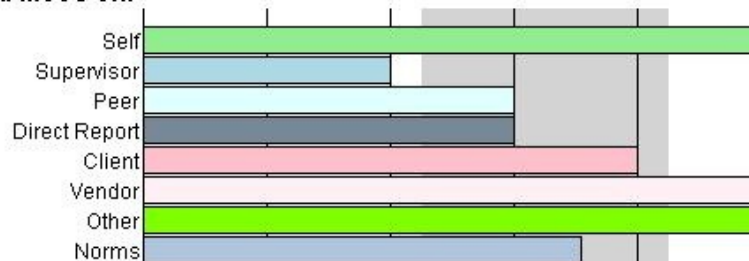
Breaking from the Past refers to the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"

Recommendations for Overall Improvement

Low scorers need to think of change as an opportunity to improve or make things better, and to learn to quickly recognize where past practices are clearly inferior and need to be discarded. They should, consequently, more strongly advocate the positive in particular changes, and help and encourage people to face up to some of the more inevitable realities that they face.

Ways to Strengthen or Improve Breaking from the past

- Try to draw early comparisons of past and future approaches or practices, once you have evidence that the new way is better or clearer.
- Develop different ways to describe the disadvantages of the old and the value of the new ways.
- Firmly but fairly lead people to talk about new changes, rather than ignore them or criticize them gratuitously.
- If possible, find a visible way to show others how to accept new change willingly.

CONSOLIDATING NEW LEARNING

Consolidating New Learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"
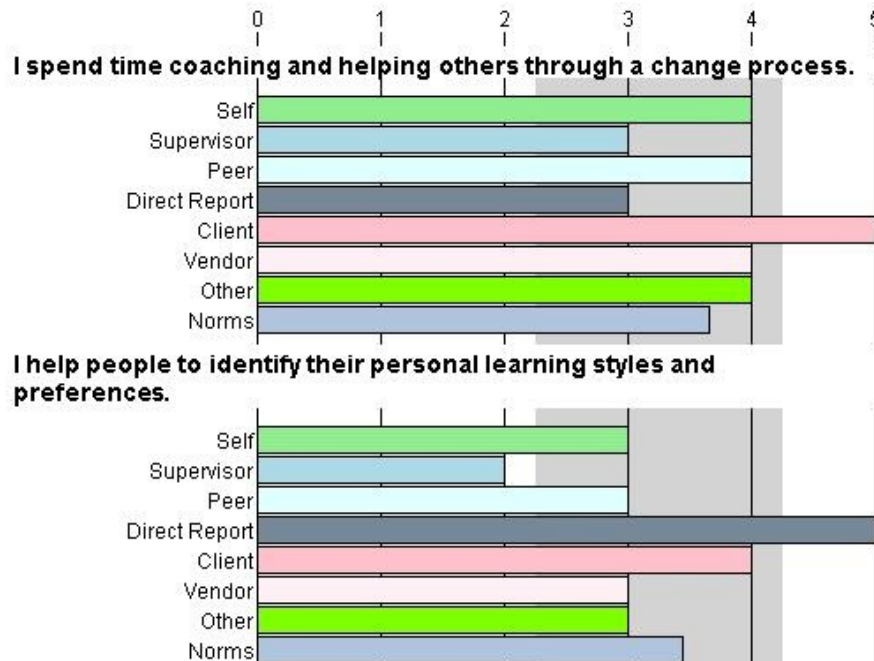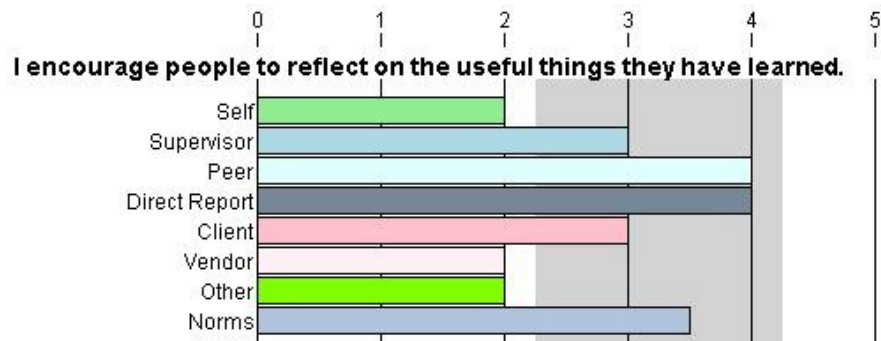
AGGREGATE SELF SCORE (3.45)

Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you generally remain uncomfortable with new practices personally, and offer little or no help to others to assist them in coping with changes or in successfully climbing their learning curve to feel positive and comfortable as quickly as they can. A low scorer tends to leave people on their own offering little or no support and insufficient opportunity to practice new skills, learn new behaviors, or reduce fear or anxiety through coaching, training, or practice.
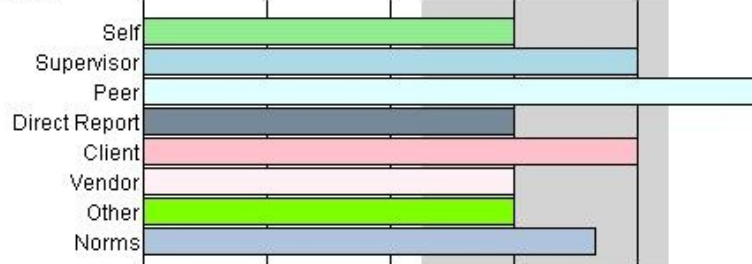
HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are adept at convincing yourself and those around you to become comfortable with changed practices and methods by increasing self-awareness and ongoing learning, and by making it easier for them to practice new ways or new skills. A high scorer designs and offers a range of intervention strategies to assist people in understanding the change around them and adopting new practices. This is likely to include as much coaching, instruction, practice, and learning opportunity as necessary.
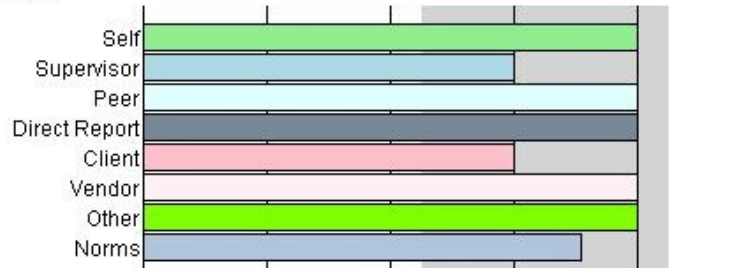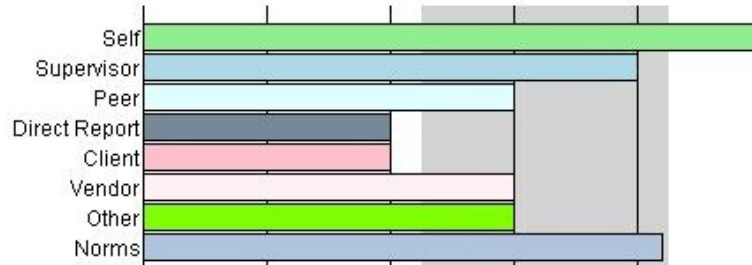
I spend time coaching and helping others through a change process.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I help people to identify their personal learning styles and preferences.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I encourage people to reflect on the useful things they have learned.

	Value
Self	2
Supervisor	3
Peer	4
Direct Report	4
Client	3
Vendor	2
Other	2
Norms	3.5

I create opportunities for people to practice new methods and ways of doing things.

	Value
Self	3
Supervisor	4
Peer	5
Direct Report	3
Client	4
Vendor	3
Other	3
Norms	3.7

I carefully assess what kinds of training or coaching myself and others need.

	Value
Self	4
Supervisor	3
Peer	4
Direct Report	4
Client	3
Vendor	4
Other	4
Norms	3.5

I work hard to create a safe environment, where honest mistakes can be made.

	Value
Self	5
Supervisor	4
Peer	3
Direct Report	2
Client	2
Vendor	3
Other	3
Norms	4.2

I ask people directly what they need in the way of support and/or training.

	Value
Self	4
Supervisor	5
Peer	2
Direct Report	2
Client	3
Vendor	4
Other	4
Norms	4

I quickly find ways to standardize changed methods or practices.

Role	Score
Self	1
Supervisor	4
Peer	3
Direct Report	4
Client	4
Vendor	3
Other	5
Norms	3.5

I seek ways to make new approaches comfortable and easy to adopt.

Role	Score
Self	4
Supervisor	3
Peer	4
Direct Report	5
Client	3
Vendor	2
Other	4
Norms	3.8

I coach people individually to reduce fear or anxiety, whenever necessary.

Role	Score
Self	4
Supervisor	
Peer	3
Direct Report	4
Client	4
Vendor	3
Other	3
Norms	3.7

I create opportunities for people to learn new things.

Role	Score
Self	4
Supervisor	
Peer	4
Direct Report	3
Client	2
Vendor	2
Other	
Norms	3.9

I encourage people to engage in life-long personal learning.

Role	Score
Self	5
Supervisor	
Peer	5
Direct Report	2
Client	
Vendor	
Other	
Norms	4.3

Consolidating New Learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"

Recommendations for Overall Improvement

Low scorers need to give people the time and help necessary to come to terms with change and learn about themselves and their ability to cope. They need to make the environment for this as safe as they can by thinking about individual or group reactions; coming up with learning strategies and tactics that work; and helping them stretch to independent success.

Ways to Strengthen and Improve Consolidating New Learning

- When planning any change transition, design and develop progressive opportunities for people to gradually take on new practices or behaviors.
- Make sure that people do not feel coerced or pressured to the point where they become uncomfortable and fail to change their ways and learn to cope with changes.
- Create opportunities for people to pilot, practice, test, or adjust to a change gradually so they will accept it on a wider scale in the future.
- Speak often about the benefits of continual learning and broadening the mind.

Top 10 Strengths

Involving Others

32 .I encourage people to question their assumptions about the future.	4.29
33 .I try to convey the rewards of the change to majority and to minority groups.	4.14

Organization for Change

18 .I carefully assess the risks of change so that they can be managed.	4.14

Consolidating New Learning

84 .I encourage people to engage in life-long personal learning.	4.00

Breaking from the Past

71 .I highlight the difficulties that people might encounter if they stick to old ways.	4.00

Communicating Clearly

53 .I talk to employees on a regular basis to discuss change issues.	4.00

Organization for Change

15 .I break down any change project into manageable parts or tasks.	4.00

Proactive Thinking

1 .I spend a lot of time anticipating what the future might hold.	4.00

Consolidating New Learning

73 .I spend time coaching and helping others through a change process.	3.86

Breaking from the Past

72 .After a fair amount of time, I ask people to stop wallowing in the past, and move on.	3.86

Top 10 Development Needs

Communicating Clearly

58 .I am patient and give people lots of time to ask questions about change.	2.43
59 .I engage in one-to-one communication and coach people who welcome it.	2.57

Involving Others

26 .I talk to people about change.	2.71
27 .I seek input from many people when change is likely to occur.	2.71
36 .I make it a priority to talk to people when major change is on the horizon.	2.71

Proactive Thinking

3 .People who know me would say that I am generally well prepared for change.	2.86

Involving Others

28 .I put myself in other people's shoes when thinking about the impact of change.	2.86

Communicating Clearly

49 .I listen to people's issues and concerns in order to shape my communications.	2.86

Breaking from the Past

69 .I identify specific steps to help people transition from old to new ways.	2.86

Consolidating New Learning

75 .I encourage people to reflect on the useful things they have learned.	2.86

COURSE AND READING SUGGESTIONS

Here is a link to a 12 page workbook that can help you further
http://tinyurl.com/82df6nn

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.

Visualizing the Future

Visualizing the Future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"

Course Suggestion
- Strategic Planning
- Visioning
- Future Trends and Patterns
- Creativity and Innovation

Other Suggestion
- Regularly write, draw, or talk about your personal vision and share it with others.
- 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
- Managing the Change Process. David Carr, Hard Kelvin and William Truhart
- The Visionary's Handbook. Watts Wacker, Jim Taylor and Howard Means
- Managing in aTtime of Great Change. Peter Drucker
- The Transformational Leader. Noel Tichy and Mary Devanna
- Changing the Essence: The Art of Creating and Leading Fundamental Change in Organizations. Wendy Pritchard and Richard Beckhard

Communicating Clearly

Communicating Clearly concerns your efforts to describe change in simple language, and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"

Course Suggestion
- Team Communications
- Communication Skills
- Presentation Skills
- Listening Skills
- Networking Skills

Other Suggestion
- Reflect on the formal and informal processes that operate when major change takes place in the organization and how it might be improved.
- 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
- Feedback Toolkit:16 Tools for Better Communication in the Workplace: Rick Maurer
- Communicating Change: How to Win Employee Support for New Business Directions: Sondar Larkin
- Communicating for Change: Roger D'Aprix

- The Breakdown of Hierarchy: Communicating in the Evolving Workplace: Eugene Marlow and Patricia Wilson
- Artful Persuasion: How to Command Attention, Change Minds and Influence People: Harry Mills
- Masterful Facilitation: Becoming a Catalyst for Meaningful Change: Glen Kiser

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.

I am patient and give people lots of time to ask questions about change.   Score: 2.43
Action to Take:

I engage in one-to-one communication and coach people who welcome it.   Score: 2.57
Action to Take:

I talk to people about change.   Score: 2.71
Action to Take:

I seek input from many people when change is likely to occur.   Score: 2.71
Action to Take:

I make it a priority to talk to people when major change is on the horizon.   Score: 2.71
Action to Take:

Communicating Clearly

Be patient, and give people lots of time to ask questions about change.

Patience is hard to achieve, considering the ever-increasing pace and energy of modern life.

In change situations, people tend to worry about the future—they are uncertain about what lies ahead because much of it is not known. This uncertainty tends to increase when those in charge of the change do not answer people's questions or answer them too slowly or not at all. It is extremely important to devote as much time as you can to providing opportunities for people to ask as many questions as they wish about the change project, and to make sure that clarification is patiently given. If this is done well, doubters and critics will likely become the advocates and promoters of the benefits of accepting and supporting the change.

Here are some ideas you can try to improve your overall effectiveness in this area:

• Work with a young child over time. Teach him or her a new skill or behavior in order to practice building your patience. Learn how much time they need to understand "why."

• Catch yourself before you cut someone off (bite your tongue). Instead, use probing questions or feedback skills to discover what they are concerned about.

• Go over how much time you use for discussions, group meetings, or one-on-one sessions. Learn to extend that time, wherever necessary, to encourage sharing at a greater level (for example, in a performance discussion or when trying to agree on a forward action plan).

• Ask people how much time they want to present ideas and questions about a particular change, and how much time they would like to see devoted to discussing the issues raised.

• Where necessary, set up lots of different ways and means for individuals and groups to ask questions as often as they like. Have well-designed response mechanisms to get answers to them quickly.

Communicating Clearly

Engage in one-to-one communication and coaching with people who welcome it.

Change is inevitably an uncertain time for everyone involved, and people will welcome your support, steering, and guidance. Just don't force it on them. One of the best ways in which to offer support or guidance is to coach.

Most of us think of sports when we hear the term **coaching,** but it is now used for just about any field of endeavor to build confidence and skill.

The coaching skills used to bring about successful organizational change are the same coaching skills used in other endeavors. You must carefully watch and listen so you can spot problems or difficulties, and then gently communicate what you observe to help individuals and teams take positive action. However, all coaching is best done on a voluntary basis to ensure that both the coach and the individual feel entirely comfortable with one another.

Consider the following actions to improve your overall effectiveness:

• Make sure that you are knowledgeable about coaching methods and techniques. Read books, articles, and case studies; they will give you a broad perspective, which you will need before you do coaching.

• Carefully review what is required of people in a particular change process, and assess whether or not you are able to offer guidance or general coaching.

• Communicate your availability and willingness to help those who want help. Let them make the first approach, however.

• Ask questions to identify where the problems are in the change process, and help people come up with their own solutions.

• Try to create a positive climate in which others feel empowered to take responsibility for their own actions. Don't forget, a coach **suggests.** The individual has to take the action.

IO-2

Involving Others

Talk to others about the change, particularly employees.

Change is not something that people like to have sprung on them. Warm them up to the change, and they will more quickly accept and handle the change. If they are involved in the planning stage, they will ultimately accept what is happening and be supportive.

Talking with people helps to set the climate for change. This can be done in a variety of ways. Whatever the circumstances, the goal is to get individuals to share their fears and concerns, as well as their hopes and desires. Let these things be openly expressed so commonly felt issues can be addressed.

Consider doing the following to improve your overall effectiveness in this area:

• Schedule time to talk with a range of different people about how they feel about changes the organization might face.

• Make time for informal conversations with others.

• Try to find out what people are worried about and the reasons for their concern. Think about what you can do to address these concerns.

• Try to describe future change (large and small in scale) in positive terms, taking into account people's perspectives and styles as much as possible.

IO-3

Involving Others

Seek widespread input from people when change is likely to occur.

Opinion polls and market research firms seek the views of a wide cross section of the community or a specific audience type across a range of demographic variables, particularly prior to a major election or the launch of a product or service. Individuals who want to manage change (for themselves and others) more effectively can take a page out of the market researcher's book and practice this same skill when approaching a change event: Systematically seek the input and opinions of a diverse audience.

Of course, you can use formal opinion surveys, cross-functional focus groups, brainstorming sessions, and structured suggestion processes. However, informal processes are often just as effective: casual one-to-one conversations, discussions over lunch or in social situations, and even just careful listening to the side conversations that go on all the time within the enterprise.

Here are some good suggestions:

• Consider the nature of the change and in what areas you would like ideas or suggestions to help shape future strategy.

• Think about using several ways to solicit input from people. Plan which methods you will adopt and how you will use them.

• Consider informal ways of gathering information from people. Set some time aside each day to talk to people.

• Make sure that you have designed an effective system for collecting feedback and collating and analyzing the themes that emerge.

• Make sure that you use the information you gather to adjust the change implementation. Many people gather lots of input, but then ignore it or fail to put it to any real use.

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Start talking to people about their thoughts and concerns when you know that major change is on the horizon.

Talking with others about an imminent change is easier for people who are used to talking to people in a wide variety of situations and circumstances. However, it is not always done instinctively. You might be tempted to avoid engaging another person in conversation in the belief that their views are likely to be expressed at some point without you having to push them. However, informal conversations can sometimes tease out important issues that have not been heard before. This will give you an early insight into issues that are on the minds of many others.

Talking with others allows you to share ideas and get a more realistic and broader idea of the perceptions within the environment in which a change has to be accommodated. Stay current with individual and group thoughts or opinions so you can make important adjustments in your plans and help smooth the way.

Consider doing the following to improve your overall effectiveness in this area:

• Identify your natural style with people. Try to be open and able to talk to people on a casual basis. Are you someone who waits until you have everything clear in your mind before talking with others? In this case, learn to be more open about your thoughts, and try to be more conversationally flexible.

• Find someone who is more generally extraverted, and get him or her to help you develop this communication skill by sharing their thoughts on how to engage in conversation, especially with people who are relatively unknown to you.

• Analyze a past event in which you were involved, and decide what percentage of the time and at which stages of the project you actually started talking with people about their ideas. Was it after you had made your plan? At the final stages of the change project? If so, start to schedule in time during the early preparation stage to begin talking with people and gain their early input.

• Write down your own opinions on an issue in one column. Then write down other ideas that you disagree with or might have decided to discard. Talk with others about these other ideas. Solicit their response, ideas, and feelings.