Alicia Sample
Leadership Effectiveness
self feedback report

Monday, January 20, 2003

Introduction

The following information is provided to help you to navigate the extensive information that is included in this Leadership Effectiveness output report.

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in eight categories that make up the Leadership Effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

2. Category description pages

This report contains three output pages for each of the eight categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 96. It also identifies the categories to which these questions belong.

4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the eight. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

OVERALL SUMMARY
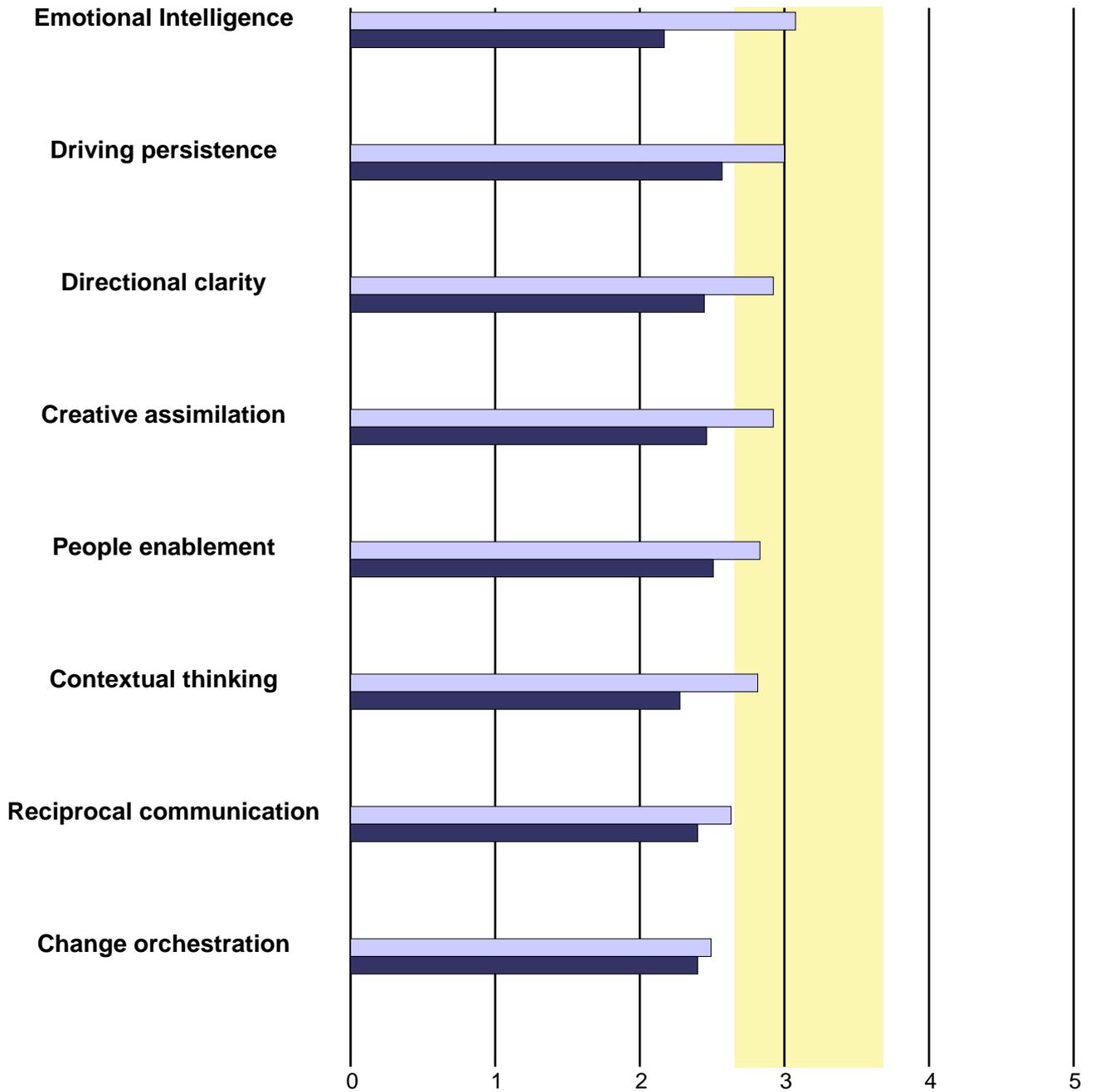
Self   Norm

The above chart is sorted in descending order of summary scores.

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

Leadership Effectiveness Profile

EMOTIONAL INTELLIGENCE

Emotional intelligence looks at our capacity to recognize, understand and harness our own feelings and the feelings of others. This category asks the question "How intelligently aware and controlling is the person of their own emotional reactions and of those around them?"

1 = almost never, 5 = almost always.

	1 2 3 4 5
AGGREGATE SELF SCORE (3.08)	

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you will almost entirely seek to separate feelings and emotions from the 'task' of leadership. People with relatively low levels of emotional intelligence about leadership 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 people directly.

A low score person will be likely to lead others by 'the book' rather than to rely on their own judgement or intuition. Where they find themselves in a leadership position, these individuals will often look to lead from the front, with or without people's support, adopting a 'command and control' style.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you will be someone that reflects regularly and deeply on what good leadership might be in terms of the perceptions of others, as well as yourself. You are also likely to think about how you can continue to make helpful interventions through the pursuit of a strong set of personal values and beliefs.

A high score person will be likely to listen to people carefully and calmly before looking to adopt a particular leadership role (if it is deemed to be appropriate at all!). Such individuals will seek to create a trusting and sincere climate in which good decisions can come from anyone with the best ideas.

Leadership Effectiveness Profile
EMOTIONAL INTELLIGENCE
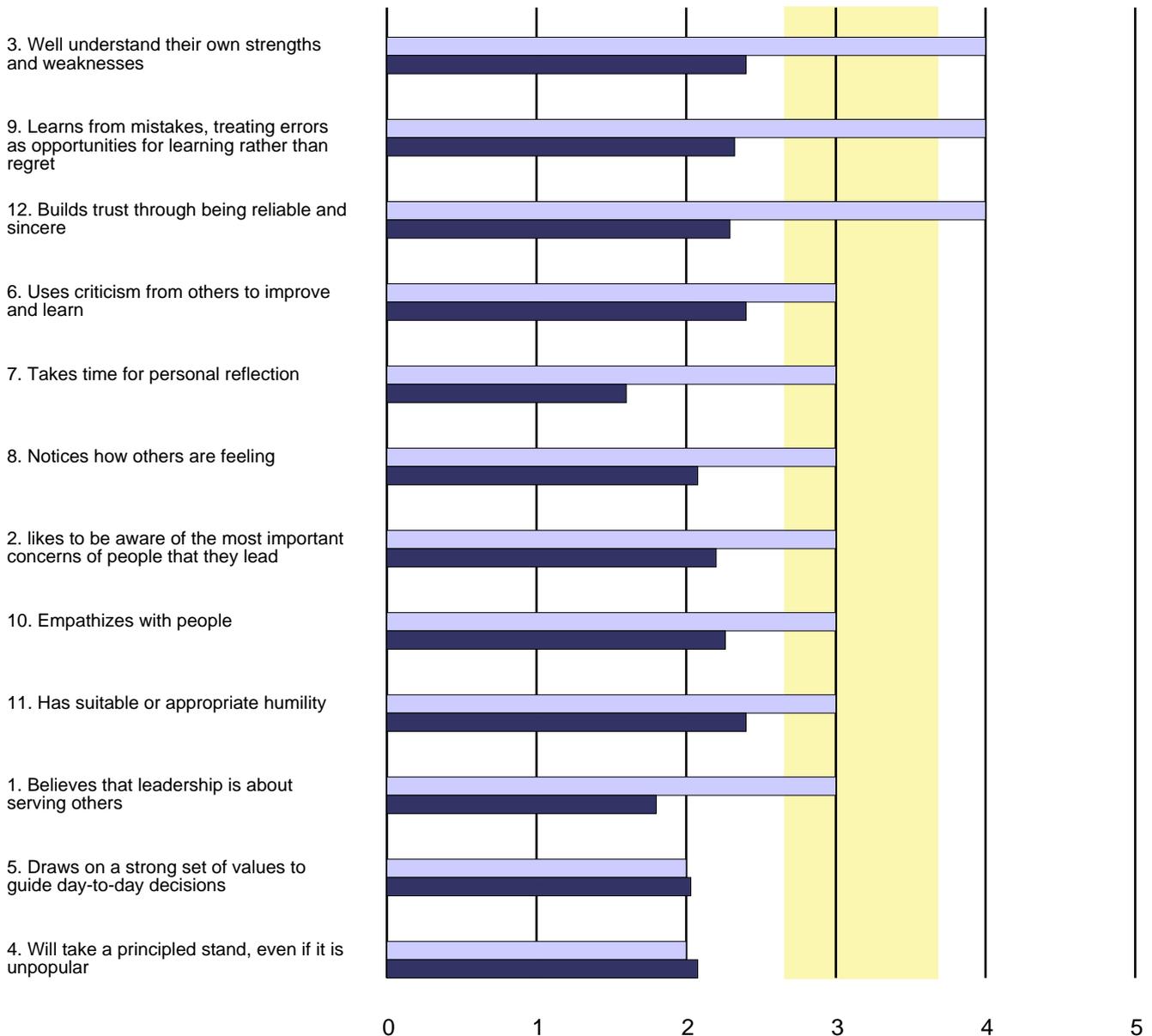
Self   Norm

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Leadership Effectiveness Profile
EMOTIONAL INTELLIGENCE

Emotional intelligence looks at our capacity to recognize, understand and harness our own feelings and the feelings of others. This category asks the question "How intelligently aware and controlling is the person of their own emotional reactions and of those around them?"

Improvement actions

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 that may be very different to yourself. Being self-critical and recognizing your own shortfalls is no easy task, and will need a sustained effort and lots of support and constructive feedback from others.

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 upon how you are perceived and how you personally feel about the feedback.
	- Look to use the feedback to plan how you might modify your behaviour (building on the positives and lessening or eliminating the negatives).
	- Think about what you might be able to do to serve your fellow colleagues and team members more effectively

Leadership Effectiveness Profile

CONTEXTUAL THINKING

Contextual thinking looks at how well the individual links specific events, tasks and actions in a wider perspective or pattern. This category asks the question "How effectively do you connect related and unrelated information to make sense of what we experience?"

1 = almost never, 5 = almost always.

| | **1** | **2** | **3** | **4** | **5** |
AGGREGATE SELF SCORE (2.82)

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you may often miss the possible connections between occurrences or events, or to be confused or bemused by some situations that you encounter. Such individuals prefer to focus analytically on how things come about, rather than to ask why they have occurred at all. They may therefore overly rely on past experience as the only guide to understanding what is happening or could occur in the future.
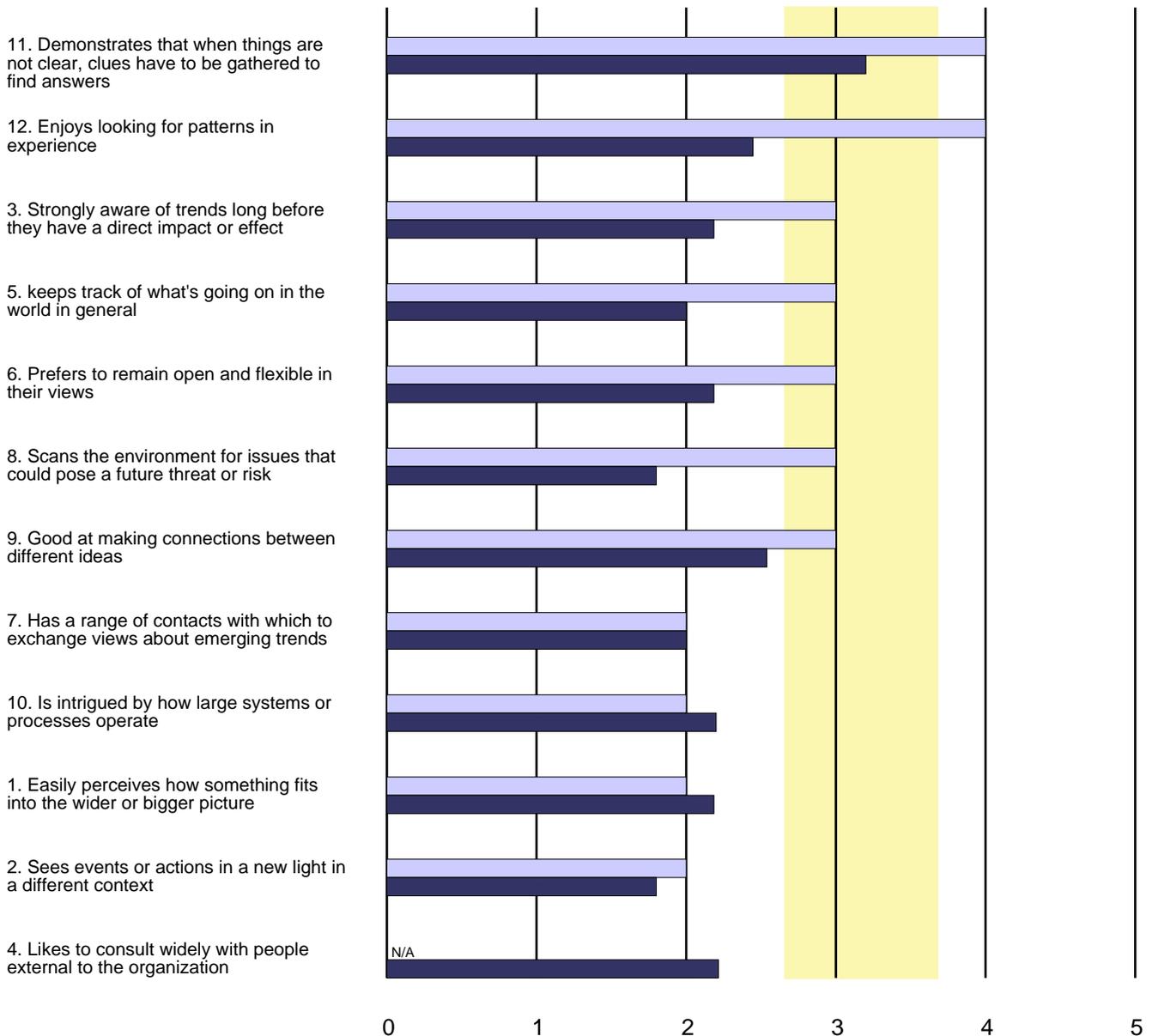
A low score person will be likely to find themselves taking an overly 'narrow' view of what they experience, or one in which each event or occurrence is treated as distinct or separate from others, rather than to precede or to follow in a logical way. This may lead to an inability to see patterns easily and a consequential lack of confidence in being able to solve problems or understand why things may be happening as they are.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely mean 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 in being flexible, open minded and effective at solving problems or often successfully reconciling conflicting data.

A high score person will be likely to naturally look for patterns in even the most complex situations or issues, and look for a range of different connections (both relevant and irrelevant). The high score person may also enjoy puzzles and conundrums as a pleasurable way to hone or test their skills.

Leadership Effectiveness Profile
CONTEXTUAL THINKING

11. Demonstrates that when things are not clear, clues have to be gathered to find answers

12. Enjoys looking for patterns in experience

3. Strongly aware of trends long before they have a direct impact or effect

5. keeps track of what's going on in the world in general

6. Prefers to remain open and flexible in their views

8. Scans the environment for issues that could pose a future threat or risk

9. Good at making connections between different ideas

7. Has a range of contacts with which to exchange views about emerging trends

10. Is intrigued by how large systems or processes operate

1. Easily perceives how something fits into the wider or bigger picture

2. Sees events or actions in a new light in a different context

4. Likes to consult widely with people external to the organization

N/A

0   1   2   3   4   5

☐ Self   ■ Norm

The above chart is sorted in descending order of summary scores.

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

Leadership Effectiveness Profile
CONTEXTUAL THINKING

Contextual thinking looks at how well the individual links specific events, tasks and actions in a wider perspective or pattern. This category asks the question "How effectively do you connect related and unrelated information to make sense of what we experience?"

Improvement actions

Low scorers need to engage in more techniques and methods to develop their ability to contextually think more effectively and creatively. This might include 'lateral' thinking, engaging in brainstorming exercises or asking the question 'why' frequently. They may also become more proficient in doing crosswords or puzzles, or reading crime stories to develop their skills outside the organizational context.

Contextual thinking	
	- Aim to see beyond the immediate issue or situation or problem by trying to establish a context or a clear 'frame of reference'.
	- Practice writing down 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 to look for broad trends and patterns between events, situations, communications, actions etc.
	- Build a network of contacts outside the organization that 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, openly ask why, and keep doing so as often as necessary.

Leadership Effectiveness Profile

DIRECTIONAL CLARITY

Directional clarity looks at the ability to identify a credible destination and indicate how to get there in a straightforward and simple way. This category 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?"

1 = almost never, 5 = almost always.

	1	**2**	**3**	**4**	**5**
AGGREGATE SELF SCORE (2.92)

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you will select a direction, or a course of action on the basis of very limited, subjective evaluation, or determination of its 'true' worth as a way to go. You are also likely to change direction frequently or even elect to follow a line of least resistance.
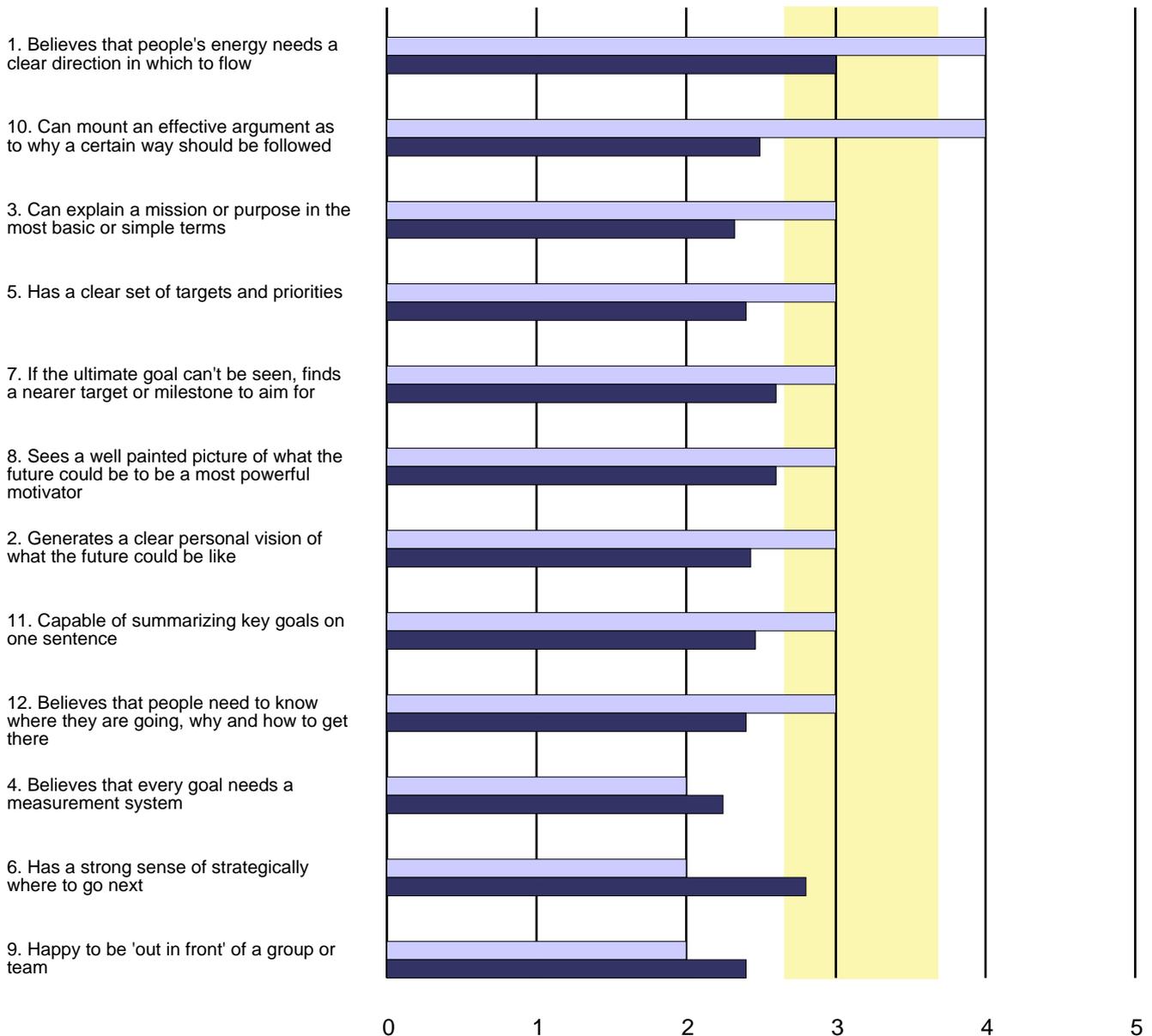
A low score person will be likely to find a direction difficult to identify and establish. As a result, in a leadership position they may point to the wrong target, several different targets (to cover all their bets) or fail to point the way at all, choosing to identify only short term goals or incremental steps.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you will effectively evaluate courses of action or 'credible' paths to the future, and quickly engage in a range of ways to communicate and describe these paths efficiently with those around you. This can gain fast support and willingness to follow the route that has been selected.

A high score person will be likely to confidently and clearly see and describe a credible destination, whether or not they are in a formal leadership position. They will also be likely to identify natural milestones, measures of progress and be able to assess the effort needed to succeed (which they communicate to others).

Leadership Effectiveness Profile
DIRECTIONAL CLARITY

Chart (horizontal bars, sorted in descending order of summary scores, scale 0–5):

Item	Self	Norm
1. Believes that people's energy needs a clear direction in which to flow	4	3
10. Can mount an effective argument as to why a certain way should be followed	4	2.5
3. Can explain a mission or purpose in the most basic or simple terms	3	2.3
5. Has a clear set of targets and priorities	3	2.4
7. If the ultimate goal can't be seen, finds a nearer target or milestone to aim for	3	2.6
8. Sees a well painted picture of what the future could be to be a most powerful motivator	3	2.6
2. Generates a clear personal vision of what the future could be like	3	2.4
11. Capable of summarizing key goals on one sentence	3	2.45
12. Believes that people need to know where they are going, why and how to get there	3	2.4
4. Believes that every goal needs a measurement system	2	2.2
6. Has a strong sense of strategically where to go next	2	2.8
9. Happy to be 'out in front' of a group or team	2	2.4

☐ Self   ■ Norm

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Leadership Effectiveness Profile
DIRECTIONAL CLARITY

Directional clarity looks at the ability to identify a credible destination and indicate how to get there in a straightforward and simple way. This category 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?"

Improvement actions

Low scorers need to find quiet time to think about strategy and direction for their own efforts (and that would prove to be credible for themselves and others that they are seeking to lead). This may involve greater research of potential alternatives, wider consultation with people to obtain input and ideas and a careful weighing of the pros and cons of one direction versus another before a decision is taken. This is a difficult skill to develop quickly and greater involvement of those that are strong in this category would improve overall leadership of the team.

Directional clarity	- Take a longer-term perspective on the future than you might normally choose, and seek to weigh the different alternatives that you identify to discover the best direction to take. - Engage people in your team directly in conversation about what they think the future might hold and build this into your long range planning and goals. - Develop four or five medium to long term goals on a single piece of paper that clearly describes a future vision and how it takes the organization positively forward. - Think about how you might optimally promote the advantages of taking this chosen course to different people to ensure that you solicit their support. - 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.

Leadership Effectiveness Profile

CREATIVE ASSIMILATION

Creative assimilation looks at how well an individual creatively draws together disparate information to arrive at robust and clear decisions or courses of action. This category asks the question "How challenging and /or innovative is your approach in processing different or conflicting data to make sense of it and act upon it wisely?"

1 = almost never, 5 = almost always.

| 1 | 2 | 3 | 4 | 5 |

AGGREGATE SELF SCORE (2.92)

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you often evaluate information at face value and only give very limited time to reflectively weigh the alternatives before acting. You are also likely to stick to tried and proven methods, where you are able, rather than to invent new approaches for the sake of it.
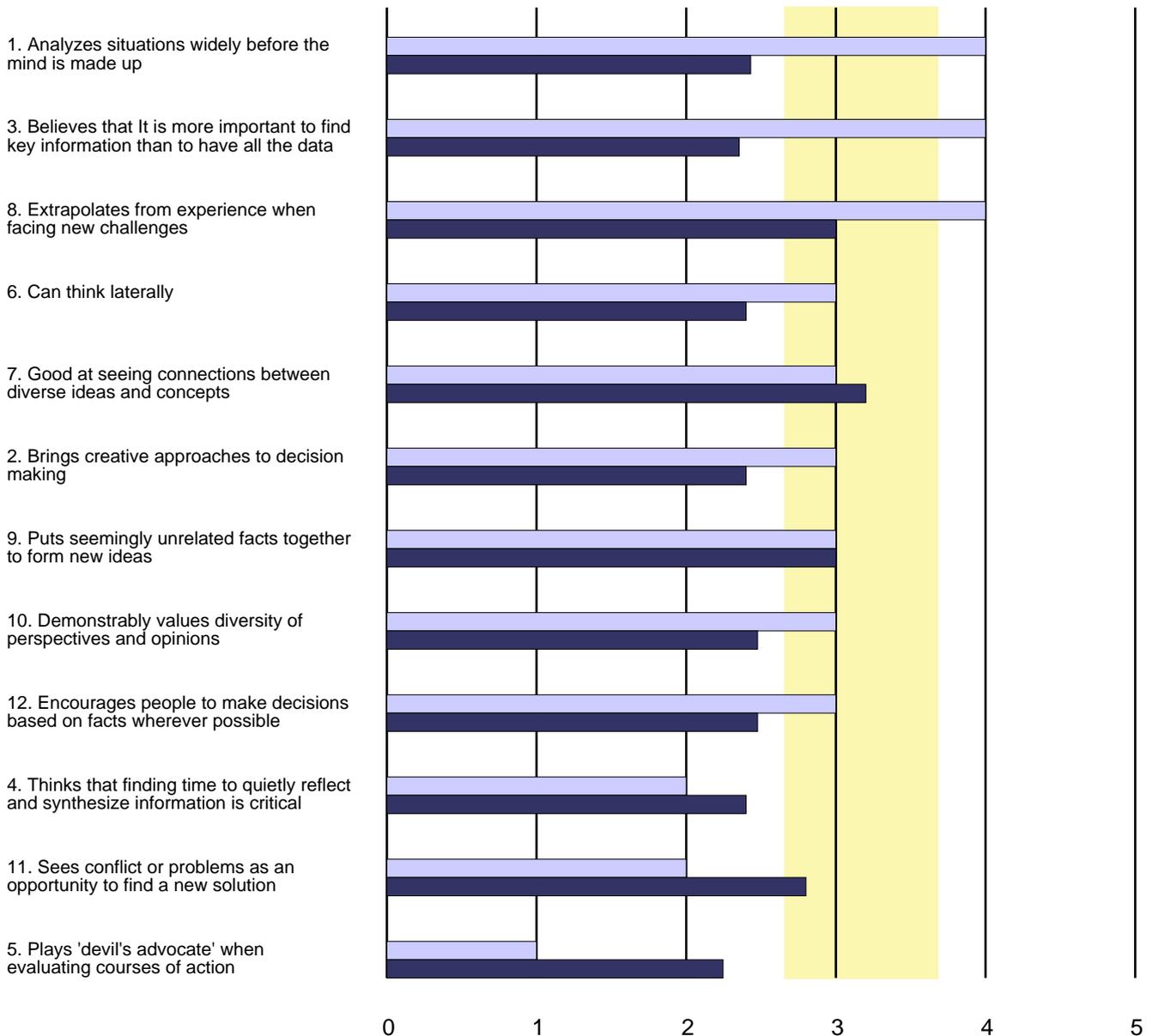
A low score person will be likely to spend little time in creative reflection or in idle hypothesizing about issues or events around them. As a result, they are more likely to be uncomfortable with ambiguity and both dislike and be dismissive of complex problems or issues that cannot be easily solved (and in which they have little interest in wasting their valuable time).

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you will be both comfortable and adept at evaluating a wide range of data inputs and thinking critically to choose a logical or sensible course of action. To do this, you are likely to keep an open mind and keep looking flexibly for other data that may create a new or different perspective.

A high score person will be likely to enjoy thinking about diverse situations or ideas and in fact, may mentally 'juggle' with many balls in the air at once. This means that they are likely to think regularly and deeply about the more complex issues or situations that they encounter and try to look for new or insightful solutions that can work.

Leadership Effectiveness Profile
CREATIVE ASSIMILATION

Item	Score
1. Analyzes situations widely before the mind is made up	
3. Believes that It is more important to find key information than to have all the data	
8. Extrapolates from experience when facing new challenges	
6. Can think laterally	
7. Good at seeing connections between diverse ideas and concepts	
2. Brings creative approaches to decision making	
9. Puts seemingly unrelated facts together to form new ideas	
10. Demonstrably values diversity of perspectives and opinions	
12. Encourages people to make decisions based on facts wherever possible	
4. Thinks that finding time to quietly reflect and synthesize information is critical	
11. Sees conflict or problems as an opportunity to find a new solution	
5. Plays 'devil's advocate' when evaluating courses of action	

0 — 1 — 2 — 3 — 4 — 5

☐ Self   ■ Norm

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Leadership Effectiveness Profile
CREATIVE ASSIMILATION

Creative assimilation looks at how well an individual creatively draws together disparate information to arrive at robust and clear decisions or courses of action. This category asks the question "How challenging and /or innovative is your approach in processing different or conflicting data to make sense of it and act upon it wisely?"

Improvement actions

Low scorers need to suspend their rapid judgement about what they perceive or experience, so as to make sure that they can consider other data or possible courses of action before committing themselves to a decision. This can be done by practicing challenging people's assumptions, playing devil's advocate and arranging or participating in brainstorming sessions, when significant challenges or decisions arise.

Creative assimilation	
	- Practice looking at issues, events or problems from as many different points of view as you can.
	- Ask what if something were to change dramatically?; what would happen if this occurred at a future time, when things may be different?; can I reverse or invert some of the factors or parts of the situation?; what can I newly introduce by way of information or ideas to change or alter the situation's character?
	- Design quiet time into your day to calmly reflect and synthesize data, evidence and facts into information that you can use and act upon.
	- Look for unusual or different connections between seemingly diverse ideas and concepts.
	- Challenge the thinking of yourself and others to ensure that the most innovative and creative solutions possible have been identified before acting.

Leadership Effectiveness Profile

CHANGE ORCHESTRATION

Change Orchestration looks at how well an individual anticipates and plans for future change and manages themselves and others to handle it well. This category asks the question "How effectively do you manage personal and widespread change to actively steer the process to positive and beneficial ends?"

1 = almost never, 5 = almost always.

	1	2	3	4	5
AGGREGATE SELF SCORE (2.5)					

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you may become 'caught up' in change situations unwittingly and find that they are often situations that are not easily controllable. You are also likely to find that such change has a range of unexpected twists and turns, to which there never seem to be any easy answers.

A low score person will be likely 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, they feel they are often a 'hostage to fortune' and may therefore suffer higher levels of stress than others.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you will be comfortable with both personal change and in 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 look to strongly work the plan you have created.

A high score person will be likely to look to anticipate change as much as possible and stake early 'pro-active' steps to be as prepared as possible. In addition, the high score person is likely to maintain a flexible attitude and disposition, and have the apparent time and capacity to readily absorb pressure and even assist others around them.

Leadership Effectiveness Profile
CHANGE ORCHESTRATION
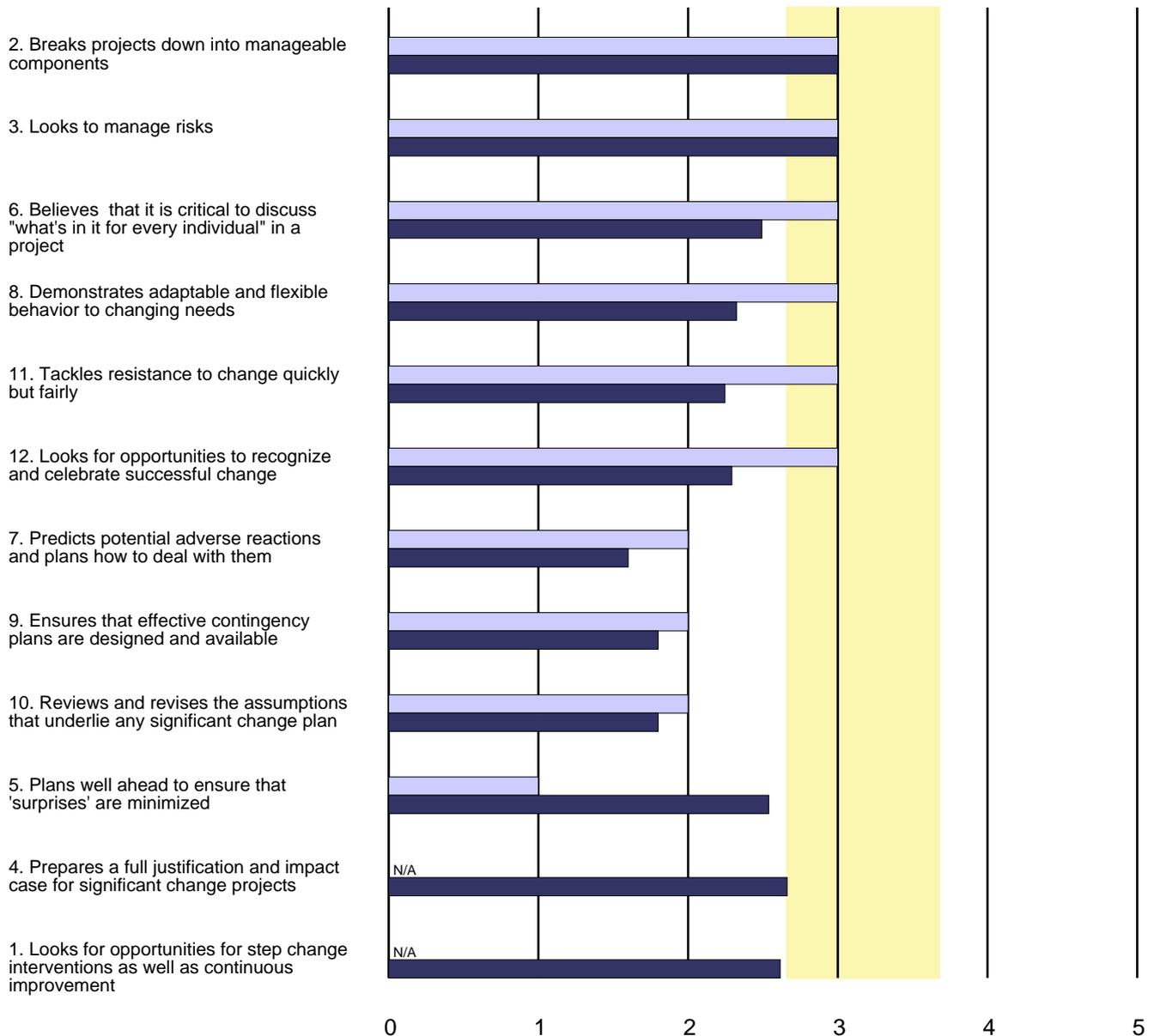
Legend:
- ☐ Self
- ■ Norm

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Leadership Effectiveness Profile
CHANGE ORCHESTRATION

Change Orchestration looks at how well an individual anticipates and plans for future change and manages themselves and others to handle it well. This category asks the question "How effectively do you manage personal and widespread change to actively steer the process to positive and beneficial ends?"

Improvement actions

Low scorers should try to become less 'consumed' by day to day activities and priorities and to spend much more time in anticipating what might be 'around the corner'. Low scorers can also talk to effective agents or managers of personal and organisational change and learn what coping strategies they adopt for various 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 in terms of future personal or organizational change
	- Carefully consider what you might need to do now to accommodate the scenarios, if they were to occur.
	- 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 at all times.

Leadership Effectiveness Profile

PEOPLE ENABLEMENT

People enablement looks at the extent to which an individual trusts, coaches and guides people to influence and control of their own destiny, through their own efforts. This category asks the question "How well do you empower individuals and teams to feel that the consequences of their actions are their own?"

1 = almost never, 5 = almost always.

	1	2	3	4	5
AGGREGATE SELF SCORE (2.83)					

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you may be 'oblivious' or unconcerned about people's individual needs, preferring goals and /or tasks to take precedence. As such, you will look to systems and procedures to provide the necessary leadership framework, rather than have to spend time building one to one relationships.
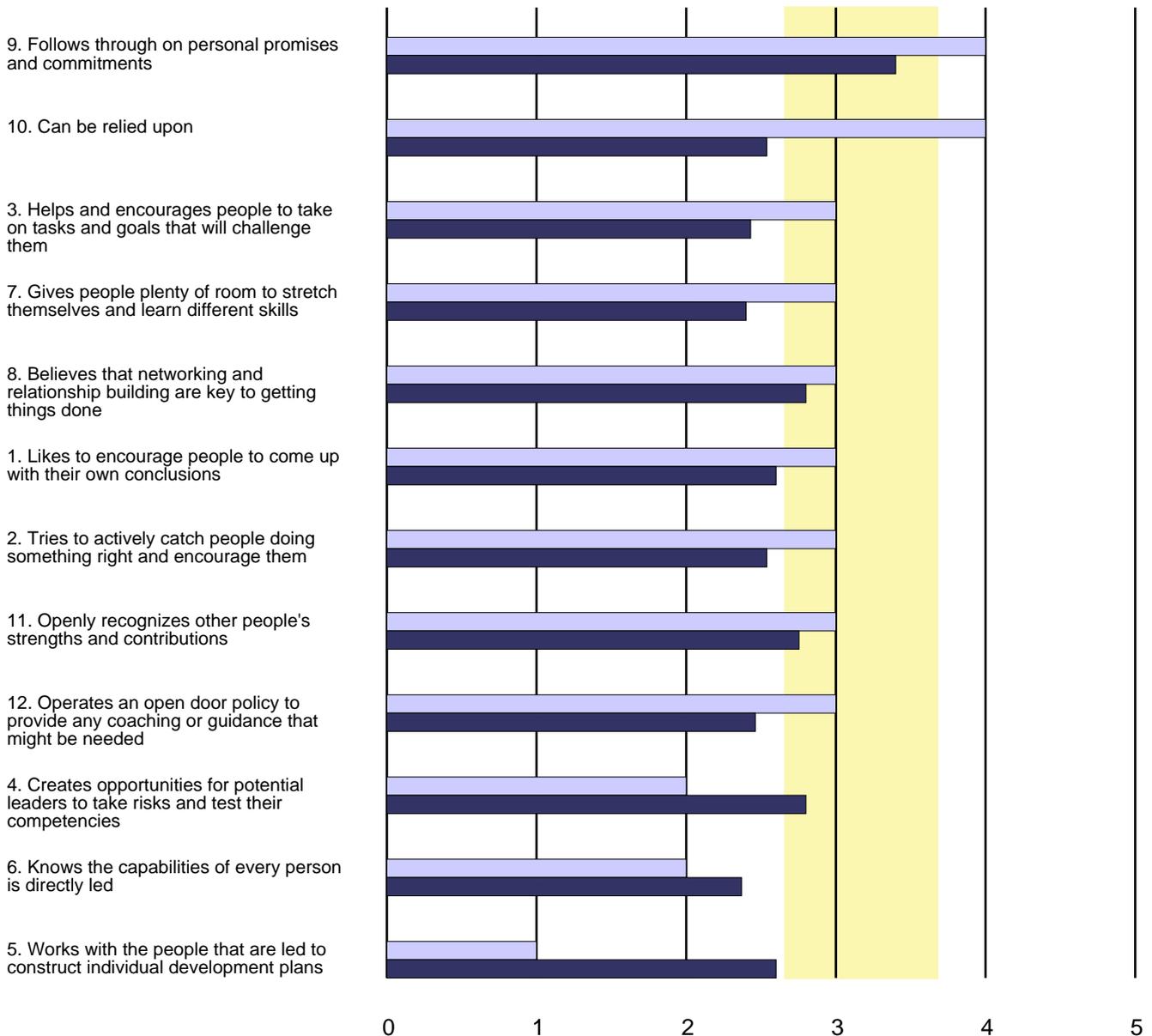
A low score person will be likely to be seen by others to be 'individualistic' and lacking in trust of people's skills and abilities to achieve their goals and targets without strong 'command and control'. The low score person may also spend little or no time in transferring their knowledge, or coaching others and making time available to help and support the team when they need it.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely mean that you use your leadership skills to help and guide people in ways that help them to become more self sufficient, and 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 leadership that they value the most.

A high score person will be likely to build high levels of trust and empathy with others and create an open and warm climate in which people feel that they can take reasonable risks in their work and feel appreciated for their efforts and results, when this is deserved.

Leadership Effectiveness Profile
PEOPLE ENABLEMENT

9. Follows through on personal promises and commitments

10. Can be relied upon

3. Helps and encourages people to take on tasks and goals that will challenge them

7. Gives people plenty of room to stretch themselves and learn different skills

8. Believes that networking and relationship building are key to getting things done

1. Likes to encourage people to come up with their own conclusions

2. Tries to actively catch people doing something right and encourage them

11. Openly recognizes other people's strengths and contributions

12. Operates an open door policy to provide any coaching or guidance that might be needed

4. Creates opportunities for potential leaders to take risks and test their competencies

6. Knows the capabilities of every person is directly led

5. Works with the people that are led to construct individual development plans

0   1   2   3   4   5

☐ Self   ■ Norm

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Leadership Effectiveness Profile
PEOPLE ENABLEMENT

People enablement looks at the extent to which an individual trusts, coaches and guides people to influence and control of their own destiny, through their own efforts. This category asks the question "How well do you empower individuals and teams to feel that the consequences of their actions are their own?"

Improvement actions

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 available (even if it is for only a short time each day or week initially) to offer general coaching and support to the team.

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 where they have strong general skills or competence.
	- Find specific opportunities to empower individuals by giving them full responsibility for tasks and projects that you would normally handle yourself.
	- Engage in frequent 'walk the talk' and one to one coaching to both listen to people and to offer gentle guidance and support.
	- 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 organisation.
	- Plan regular opportunities for different people to work together as a team and help them to achieve success (for which they can gain direct credit and recognition).

Leadership Effectiveness Profile

RECIPROCAL COMMUNICATION

Reciprocal communication looks at the extent to which an individual communicates with economy and clarity, and remains open to feedback. This category asks the question "How well do you design and send your message and attentively listen to people's responses in order to adjust?"

1 = almost never, 5 = almost always.

	1 2 3 4 5
AGGREGATE SELF SCORE (2.64)	

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you may miss opportunities to communicate when it would be helpful (on some occasions) or to spend too little time in 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 to adjust accordingly.
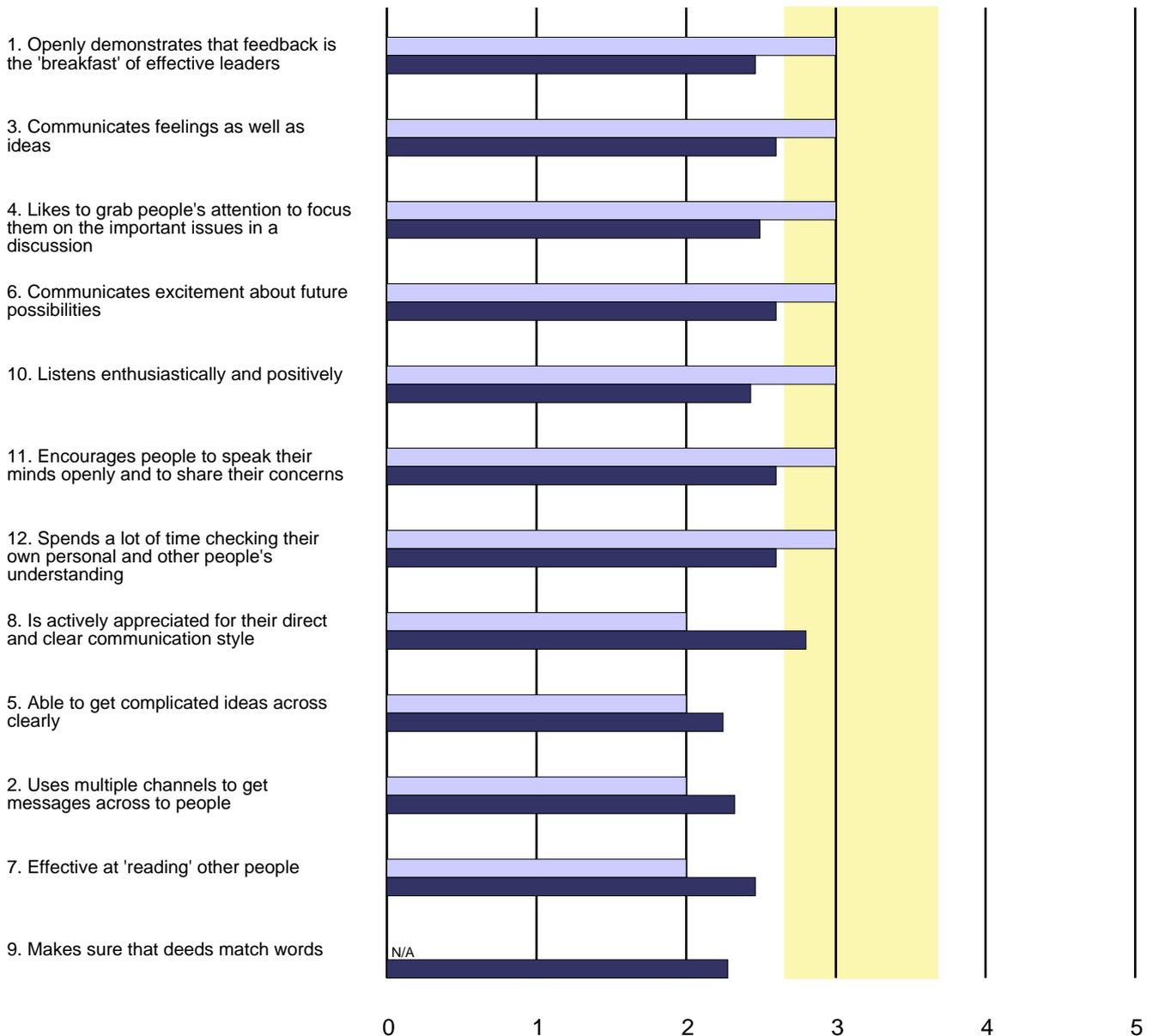
A low score person will be likely to communicate 'on the run' or 'just in time', allowing insufficient time to shape the message carefully or to think about who will receive it and how it may be best delivered. Low scorers are likely to be perceived as poor communicators and poor listeners and will therefore, find it difficult to get their messages across credibly, or in a way that inspires or enthuses the team.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean 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 also likely to find ways to maintain clear and frequent communications using a range of different 'channels' and methods.

A high score person will be likely to be seen as a highly approachable individual who uses a range of different communication methods and styles to ensure that information flows in both directions freely, sincerely and in a varied and interesting way. High scorers are likely to enjoy talking to and listening to people.

Leadership Effectiveness Profile
RECIPROCAL COMMUNICATION

- 1. Openly demonstrates that feedback is the 'breakfast' of effective leaders
- 3. Communicates feelings as well as ideas
- 4. Likes to grab people's attention to focus them on the important issues in a discussion
- 6. Communicates excitement about future possibilities
- 10. Listens enthusiastically and positively
- 11. Encourages people to speak their minds openly and to share their concerns
- 12. Spends a lot of time checking their own personal and other people's understanding
- 8. Is actively appreciated for their direct and clear communication style
- 5. Able to get complicated ideas across clearly
- 2. Uses multiple channels to get messages across to people
- 7. Effective at 'reading' other people
- 9. Makes sure that deeds match words

☐ Self   ■ Norm

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Leadership Effectiveness Profile
RECIPROCAL COMMUNICATION

Reciprocal communication looks at the extent to which an individual communicates with economy and clarity, and remains open to feedback. This category asks the question "How well do you design and send your message and attentively listen to people's responses in order to adjust?"

Improvement actions

Low scorers need to engage in a rigorous self assessment of their relative effectiveness as both a listener and a communicator to others and use the analysis to focus attention on areas of weakness or limitation. In addition, low scorers can review the actions taken by highly effective communicators and look to practice some of these habits wherever and whenever the opportunities present themselves.

Reciprocal communication	
	- Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.
	- Use the information you gather to carefully plan what you say and how you say it, so that your message is well received more often.
	- Experiment with different communication methods or channels to appeal to a wider range of people.
	- Keep a log or a diary to record performance feedback or comments and make a point of talking 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.

Leadership Effectiveness Profile

DRIVING PERSISTENCE

Driving persistence looks at the extent to which an individual tenaciously stays on track and maintains a persistent focus on their goals. This category asks the question "How relentlessly do I pursue my targets even in the face of challenge and/or adversity?"

1 = almost never, 5 = almost always.

AGGREGATE SELF SCORE (3)

Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos('occasionally' and 'almost never') are likely to mean that you may expect problems or failure to some extent and to therefore pursue goals or aims with less confidence than you might. When major obstacles or problems do arise you are therefore likely to accept this as inevitable and give in or change course rather too quickly.
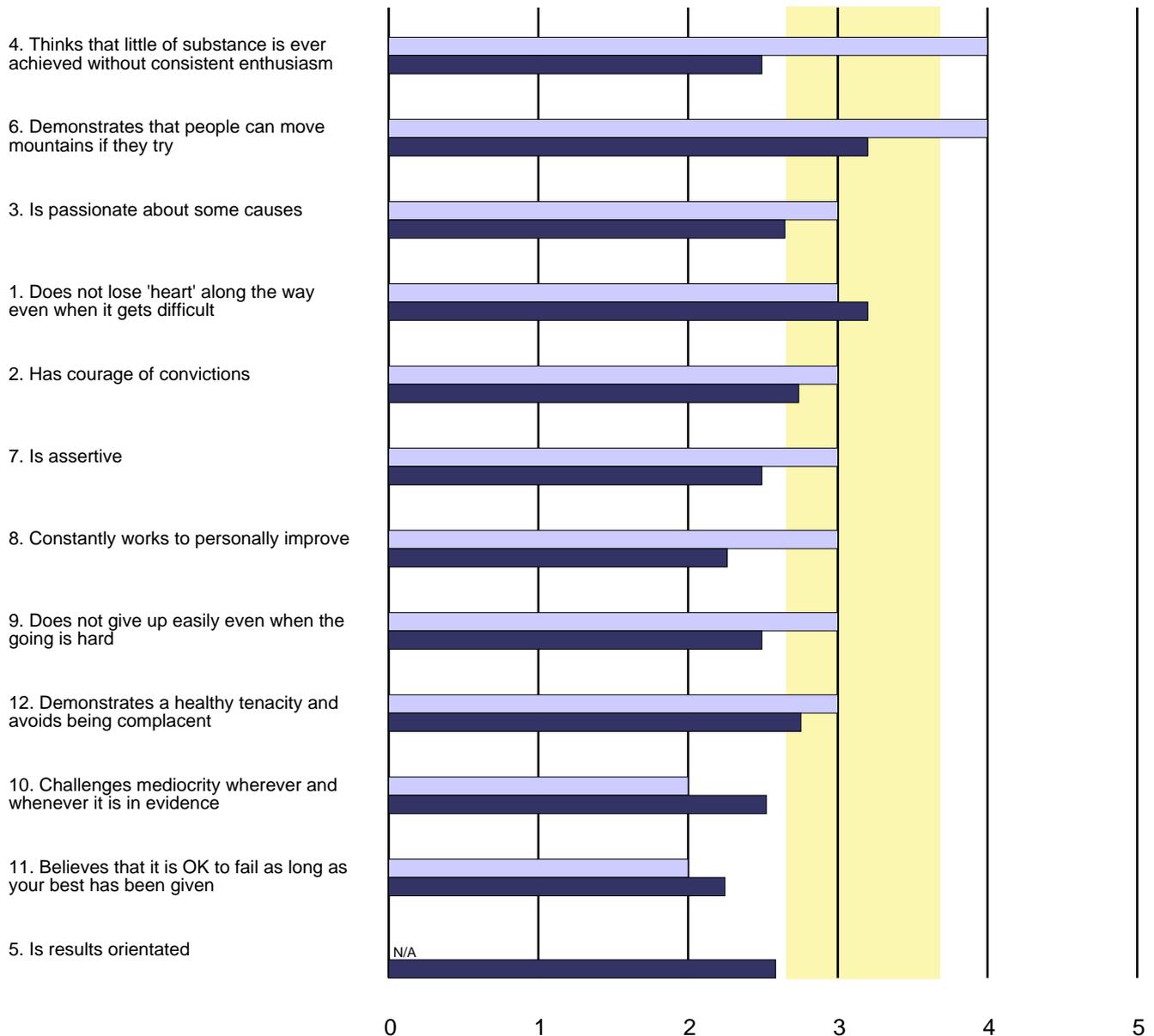
A low score person will be likely to lead without conviction or strength of purpose. As a result, they are likely to pursue goals and targets without great enthusiasm or effort and become easily distracted or knocked off-course by even minor issues or events.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you may see obstacles or difficulties in a journey as inevitable. This means that you look to prepare yourself and/or others that you are leading, in order to avoid or face the impact before refocusing on the original goals or aims and then relentlessly carrying on.

A high score person will be likely to pursue their personal and organizational goals with seriousness and commitment. This means that 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 occur along the way.

Leadership Effectiveness Profile
DRIVING PERSISTENCE

Item	
4. Thinks that little of substance is ever achieved without consistent enthusiasm	
6. Demonstrates that people can move mountains if they try	
3. Is passionate about some causes	
1. Does not lose 'heart' along the way even when it gets difficult	
2. Has courage of convictions	
7. Is assertive	
8. Constantly works to personally improve	
9. Does not give up easily even when the going is hard	
12. Demonstrates a healthy tenacity and avoids being complacent	
10. Challenges mediocrity wherever and whenever it is in evidence	
11. Believes that it is OK to fail as long as your best has been given	
5. Is results orientated	N/A

0   1   2   3   4   5

☐ Self   ■ Norm

The above chart is sorted in descending order of summary scores.

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

Leadership Effectiveness Profile
DRIVING PERSISTENCE

Driving persistence looks at the extent to which an individual tenaciously stays on track and maintains a persistent focus on their goals. This category asks the question "How relentlessly do I pursue my targets even in the face of challenge and/or adversity?"

Improvement actions

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

Driving persistence	
	- Make a careful note of commitments that you make, or priorities that are important to you
	- Plan how you will maintain your focus and energy to achieve success.
	- Practice being more assertive about your own needs by telling people about your important goals and informing them firmly that these cannot be compromised or put to one side or ahead of issues that are less significant for you personally.
	- Look for opportunities to improve your skills and knowledge in many and different ways every day
	- Always maintain the courage of your convictions and demonstrate as much calm assured leadership as you can (even when you may inwardly feel the opposite)

THE '10/10' REPORT

Top 10 development needs

<div align="right">scores</div>

Creative assimilation	5.	Plays 'devil's advocate' when evaluating courses of action	1.0
People enablement	5.	Works with the people that are led to construct individual development plans	1.0
Change orchestration	5.	Plans well ahead to ensure that 'surprises' are minimized	1.0
Creative assimilation	4.	Thinks that finding time to quietly reflect and synthesize information is critical	2.0
Creative assimilation	11.	Sees conflict or problems as an opportunity to find a new solution	2.0
People enablement	4.	Creates opportunities for potential leaders to take risks and test their competencies	2.0
People enablement	6.	Knows the capabilities of every person is directly led	2.0
Change orchestration	7.	Predicts potential adverse reactions and plans how to deal with them	2.0
Change orchestration	9.	Ensures that effective contingency plans are designed and available	2.0
Change orchestration	10.	Reviews and revises the assumptions that underlie any significant change plan	2.0

Top 10 strengths

Creative assimilation	1.	Analyzes situations widely before the mind is made up	4.0
Creative assimilation	3.	Believes that It is more important to find key information than to have all the data	4.0
Creative assimilation	8.	Extrapolates from experience when facing new challenges	4.0
People enablement	9.	Follows through on personal promises and commitments	4.0
People enablement	10.	Can be relied upon	4.0
Emotional Intelligence	3.	Well understand their own strengths and weaknesses	4.0
Emotional Intelligence	9.	Learns from mistakes, treating errors as opportunities for learning rather than regret	4.0
Emotional Intelligence	12.	Builds trust through being reliable and sincere	4.0
Driving persistence	4.	Thinks that little of substance is ever achieved without consistent enthusiasm	4.0
Driving persistence	6.	Demonstrates that people can move mountains if they try	4.0

COURSE AND READING SUGGESTIONS

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

Change orchestration

Change Orchestration looks at how well an individual anticipates and plans for future change and manages themselves and others to handle it well. This category asks the question "How effectively do you manage personal and widespread change to actively steer the process to positive and beneficial ends?"

Course Suggestions
- Change management
- Project management
- Strategic planning
- Effective delegation
- Time management
- Managing pressure and stress

Reading Suggestions
- The change management toolkit, Gary Starke and Dutch Holland, Winhope, 1999
- A force for change, John kotter, Free Press, 1990
- Making it happen-John Harvey Jones-Collins, 1988
- Managing the change process-a field book, David Carr, Mcgraw Hill, 1995
- The human side of change-Timothy Galpin, Jossey Bass, 1996
- The change masters, Rosabeth Moss Kanter, Simon and Schuster-, 1985

Other Suggestions
- Complete the "Change management" diagnostic instrument, Team Publications, 1999
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

COURSE AND READING SUGGESTIONS

Reciprocal communication

Reciprocal communication looks at the extent to which an individual communicates with economy and clarity, and remains open to feedback. This category asks the question "How well do you design and send your message and attentively listen to people's responses in order to adjust?"

Course Suggestions
- Communication skills
- Listening skills
- Interviewing skills
- Presentation skills
- Influencing others
- Effective meeting management

Reading Suggestions
- Effective communication, Chris Roebuck, Amacom, 1999
- Leadership and the art of communication, Kim Krisco, 1997
- 101 Ways to improve your communication skills, Jo Condrill, 1999
- The anatomy of persuasion, Norbert Aubuchon, 1997
- Active listening, Marc Helgesen and Steven Brown, Cambridge University Press, 1994
- The psychology of persuasion, Robert Galdini, 1993

Other Suggestions
- Complete the "Communication effectiveness" diagnostic instrument, Team Publications, 1999
- Complete the "Listening effectiveness" diagnostic instrument, Team Publications, 1999
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

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.

Development Area: **Plays 'devil's advocate' when evaluating courses of action**	1.0	N/A	N/A
Action to Take:	Target Date:		

Development Area: **Works with the people that are led to construct individual development plans**	1.0	N/A	N/A
Action to Take:	Target Date:		

Development Area: **Plans well ahead to ensure that 'surprises' are minimized**	1.0	N/A	N/A
Action to Take:	Target Date:		

Development Area: **Thinks that finding time to quietly reflect and synthesize information is critical**	2.0	N/A	N/A
Action to Take:	Target Date:		

Development Area: **Sees conflict or problems as an opportunity to find a new solution**	2.0	N/A	N/A
Action to Take:	Target Date:		

4

Creative Assimilation

Playing devil's advocate to evaluate different courses of action

Although most decisions made by a leader (and/or the team in general) do not need too much rigorously scrutiny before being implemented most of the time, it is an unfortunate consequence of the pace of prevailing organizational life that the few important actions that do need careful evaluation, often go completely unchallenged. Although "near enough is good enough" may be acceptable sometimes, a better approach for the leader to adopt is to engage in as much "devil's advocacy" as they see to be necessary. In others words, the leader needs to challenge themselves and the team to always be confident that the chosen course of action is the best approach and not just the most convenient.

Consider regularly asking questions such as the following to improve and build your overall effectiveness.

Ask yourself and/or others:

1. Is the chosen course of action realistically implementable?

2. Are there other possible solutions/actions that could be easier, cheaper, better, smarter, etc?

3. Has enough time and resources been given to researching options/alternatives other than the preferred one?

4. Is bias, prejudice, group thinking or other filtered thinking present in choosing the preferred course of action?

5. What would be the consequences (positive or negative) of adopting the opposite or reverse course of action to the one being proposed?

6. What would our decisions/actions be if one or more factors/circumstances changed a little or a lot?

7. Has everyone that may have a useful perspective been given their full and fair input before action is taken?

8. What would happen if we did nothing or delayed taking action?

6

People Enablement

Helping people to construct their own personal development plans

HELPING OTHERS TO IDENTIFY THEIR CAREER AND DEVELOPMENT NEEDS

A useful structure to think about in looking to help individuals in your team is to look at three organizational review inputs before you look at what might be the most appropriate individual outputs in terms of personal action plans. This review process runs as follows:

1. **Review the overall organization**
   - Look at the overall impact/contribution that people can make on the business (through both high and low performance)
   - Assess whether there are too many unnecessary layers/tiers of management/decision making.
   - Assess whether people and teams are as efficient and effective as they might be
   - Look at whether managers have too narrow or too wide a 'span of control'

2. **Review people's performance**
   - Look at people's overall potential in the future
   - Assess individual's job/career mobility
   - Assess people's performance capability (appraisal assessments)
   - Look at the coaching/training needs of every individual

3. **Review overall organizational demography**
   - Assess the general demographic profile of the team (age, job tenure, grade etc)
   - Assess who in the team might be at risk of leaving/moving on without challenge
   - Assess who should be viewed as being high potential or in the overall 'talent pool'
   - Look at who will succeed who for every key position and note any gaps

4. **Develop action plans**
   - Build your written organization strategy for the next year and longer
   - Develop a training plan that helps the team in priority areas
   - Develop a recruitment plan for succession gaps and shortfalls
   - Develop a plan for individual assignment and job moves

5

Change Orchestration

Planning ahead to make sure that surprises are minimized

At its core, what we call 'change' is really about something becoming different or transforming itself. Some of these changes occur all around us, people change their clothes or their hairstyle, the weather changes or the seasons or we even change the place we live (decorating the walls or moving house altogether).

Whilst most people (and animals) cope with these kind of changes quite well, the common factor is that all of this is expected alterations and difference. It is when it is unexpected or far greater than we foresee that change can start to become more problematic. Even or relatively mundane examples can be unexpected. How many times have you heard people say the following:

> "They forecast sunshine and its tipping it down – I can't believe it"
> "That hairstyle is very different, isn't it?"
> "What do you mean we are emigrating to Canada next month?"
> "How can we make 30% of the staff redundant and still operate?"
> "How can we lift prices when we are losing market share?"

Whilst we might never eliminate some of these changes or 'surprises' one of the first things to realize about your personal ability to manage change is that reacting to it when it comes along is always more difficult and potentially wearing than working to ensure that you are as prepared for future change as you can be or trying to become proactive. Although there is no readily applicable formula for doing this, what governs the relationship between 'reaction' and 'proaction' is that very elusive skill – ANTICIPATION.

We can all benefit by developing our skills of anticipation and therefore help ourselves to pro-actively handle what we may face today, in order to lessen the surprises of tomorrow.

4 Creative Assimilation

Finding time to quietly reflect and synthesize information properly

Despite the fact that calls for more reflective creativity and innovation in organizations have never been higher, it seems that we should take as little time as possible to generate whatever is needed and get back to the real business of achieving our goals, output targets, with our existing approaches and methods. In other words, most organizations want their people to quietly produce new ideas but rarely wants to give up any precious productive work time to allow them to be generated.

Such 'chicken and egg' problems are not easy for any leader to overcome. Some try to build reflection time or idea generation sessions structurally into the work schedule. Although this may have some benefit, this tends to treat reflection as a task to be achieved and one that has relatively arbitrary targets imposed upon it in terms of outcomes to be produced and the time within which it should be done. Others may look to separate themselves and their teams from the workplace by going "off-site" for a day or two to reflect. Again this is bound to have some success. However, the question arises – "is once or twice a year enough to feed sufficient reflective ideas into the organization at the required level of detail?"

Research consistently shows that successful idea generating organizations encourage quiet or reflective time to be taken as a matter of course and at least to some extent, recognize that short-term target or goal attainment may occasionally be sacrificed for longer-term achievement or ultimate success.

Even if the organization frowns upon lower levels of visible activity or effort, every leader can choose to help themselves and be a role model for others. In deliberately taking regular time to quietly reflect and synthesize what they experience. Although this may be difficult to do at the outset, the initial forcing of the habit will quickly become natural and often be emulated by people around the leader.

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4 Creative Assimilation

Seeing conflict or problems as opportunities to find a new solution

Conflict is often perceived as being negative, destructive and undesirable. Many people go to great lengths to deny the existence of conflict, or to avoid dealing with it, even when they acknowledge its existence. This is because conflict is conventionally perceived as being synonymous with fighting and the creation of winners and losers.

In the workplace, for example, managers often deny or gloss over the existence of conflict, erroneously believing that there is no valid reason for conflict. However conflict is a natural part of everyone's professional and personal life. This is because individuals and groups within families, organizations, societies and countries have values, needs, feelings and resources which differ from those held by other individuals and groups.

Conflict in itself is not problematic. However it can be destructive if it isn't successfully channelled and resolved. If handled properly, conflict can highlight problems that need to be rectified, lead to new ideas and behavior, enhance communication, and foster better long term relationships between individuals and groups. In other words, a healthy level of conflict can help to bring new solutions to old problems and therefore make a positive contribution.

To use conflict more constructively to help find new solutions, consider the following to help you build your effectiveness:

1. Analyze and study your own conflict handling style and the style used by others
2. Look to create a climate in which team members and colleagues challenge each other at meetings.
3. For major decisions, set up discussion groups to argue for and against the various courses of action.
4. Hold group debates to explore different perspectives of problems.
5. Involve alternative or controversial thinkers in your problem-solving process.
6. List all of the solutions to a problem that you can think of before you begin to evaluate them.
7. To avoid 'group think', get members of your work area to research and argue the alternative viewpoint regularly.
8. Involve those involved directly in organizational conflict to determine why the disagreement arose and what new solutions might be created to break the deadlock.