



# Leadership Effectiveness

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## Feedback Report

**Personalized Report for: John Sample**  
**Completed: 5/30/2017**

# Introduction

The Leadership Effectiveness Feedback Report consists of six components, which are described below.

## 1. Overall Summary

The summary results chart provides a quick visual representation of your scores in the eight competencies that make up the Leadership Effectiveness profile. The areas to concentrate on are those scores above 4.0 (strong) and below 2.75 (need further development). Please note that these competency scores are averages.

## 2. Category Descriptions

There are three sections for each of the eight competencies. The first of these three sections explains the competency, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

## 3. 10/10 Report

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 96. It also identifies which competency each question is from.

## 4. Course and Reading Suggestions

Development suggestions for the two lowest scoring competencies, including specific recommendations regarding training courses and books that will provide useful information on the topic are included.

## 5. Development Plan

The development plan lists questions with the five lowest scores from the assessment and puts them into a one-page template. Individuals can use this template to record the specific actions they plan to take over the next twelve months based on the general guidance offered in their feedback report and the coaching tips.

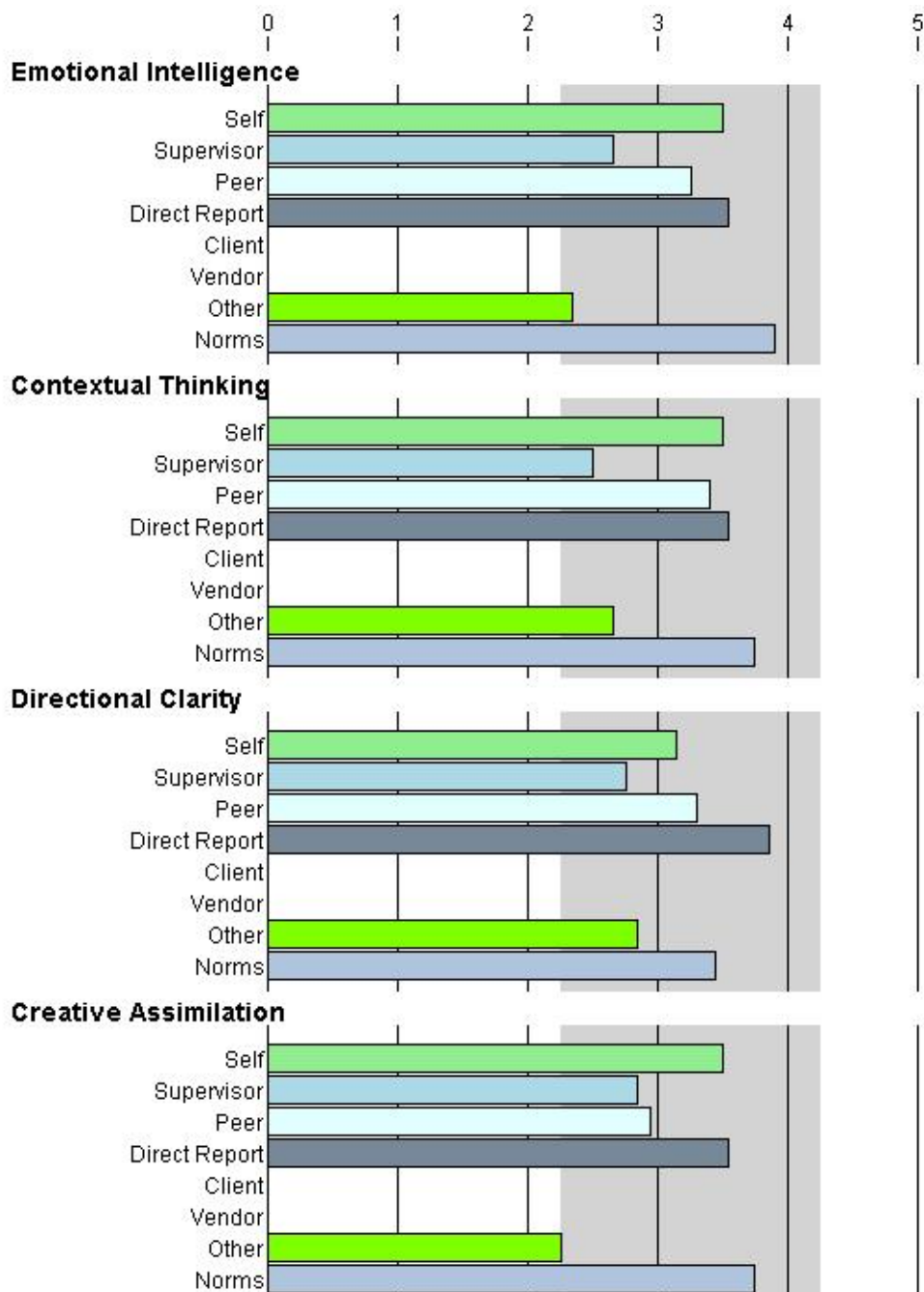
## 6. Coaching Tips

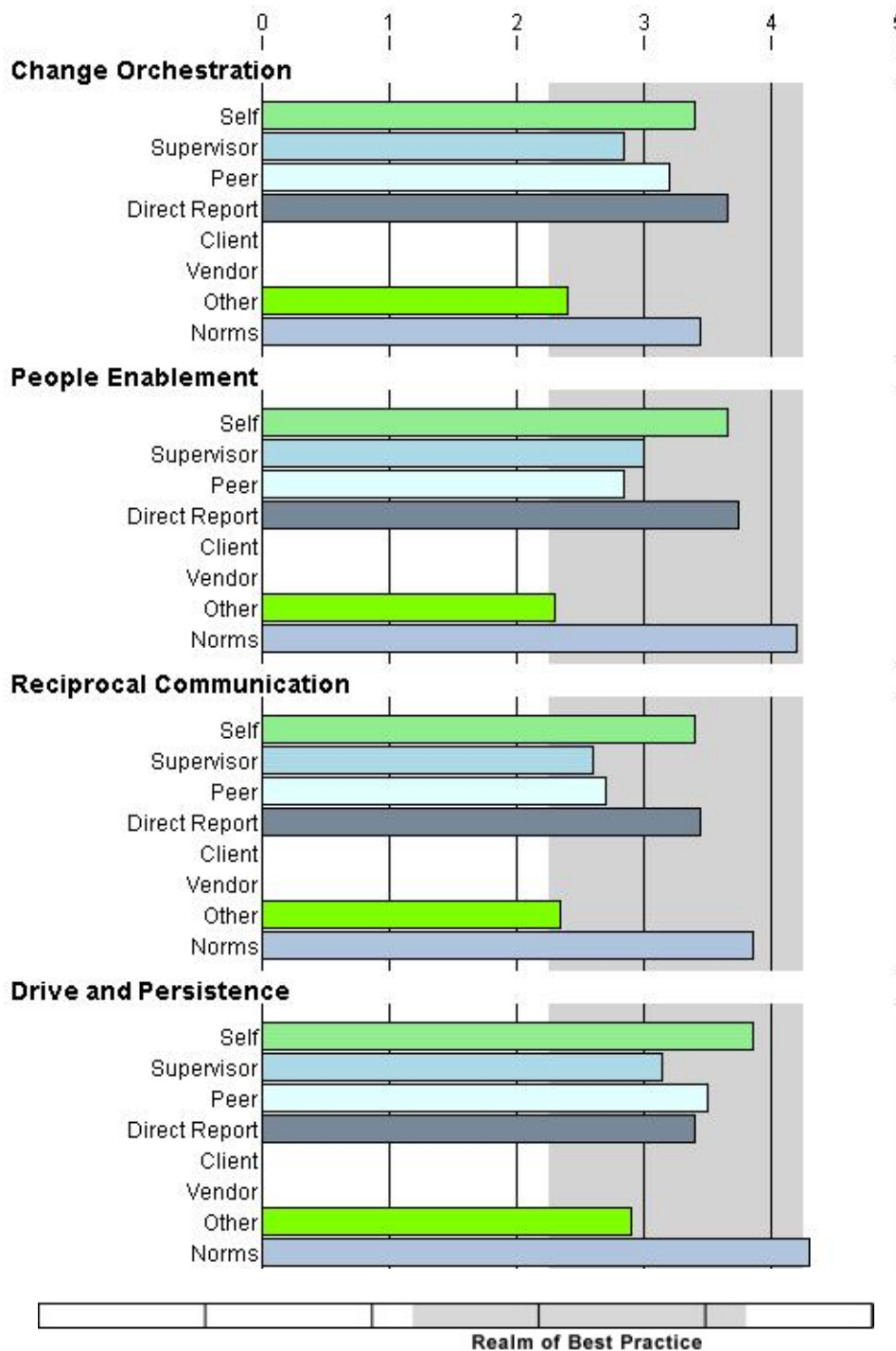
Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.

### Note on 360 Degree Feedback

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

# Overall Summary

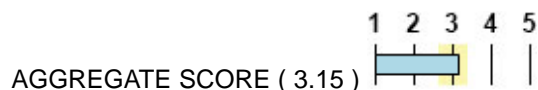




Norm bars shown on all graphs in this report are the progressive average scores of all individuals rating themselves on this questionnaire.

# Emotional Intelligence

This section on Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"



## Interpretation

### LOW (less than 2.75)

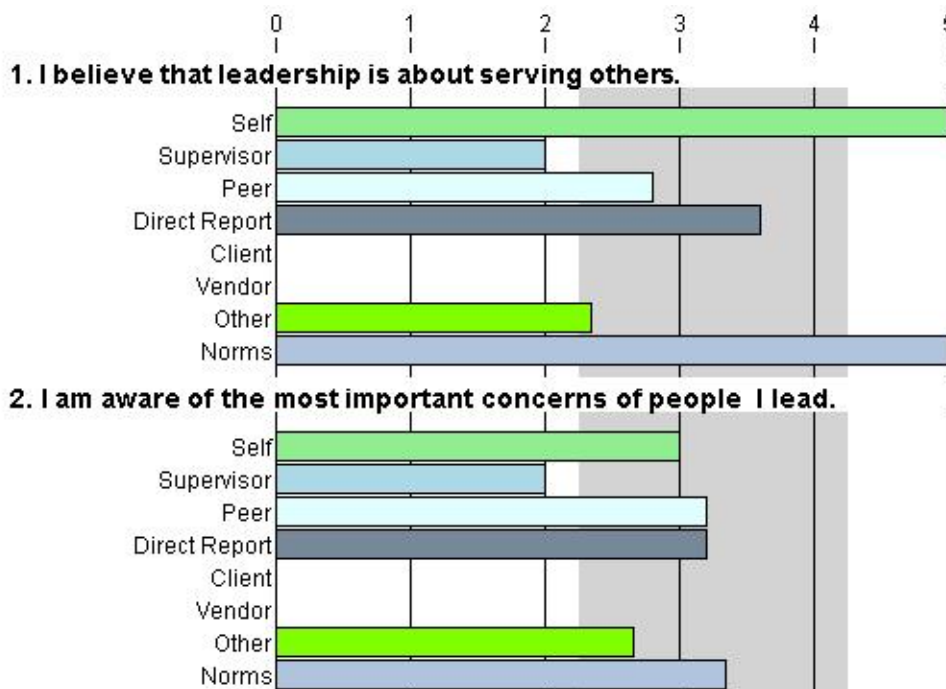
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will almost entirely seek to separate feelings and emotions from the "task" of leadership. People with relatively low levels of emotional intelligence are likely to avoid taking on a leadership role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

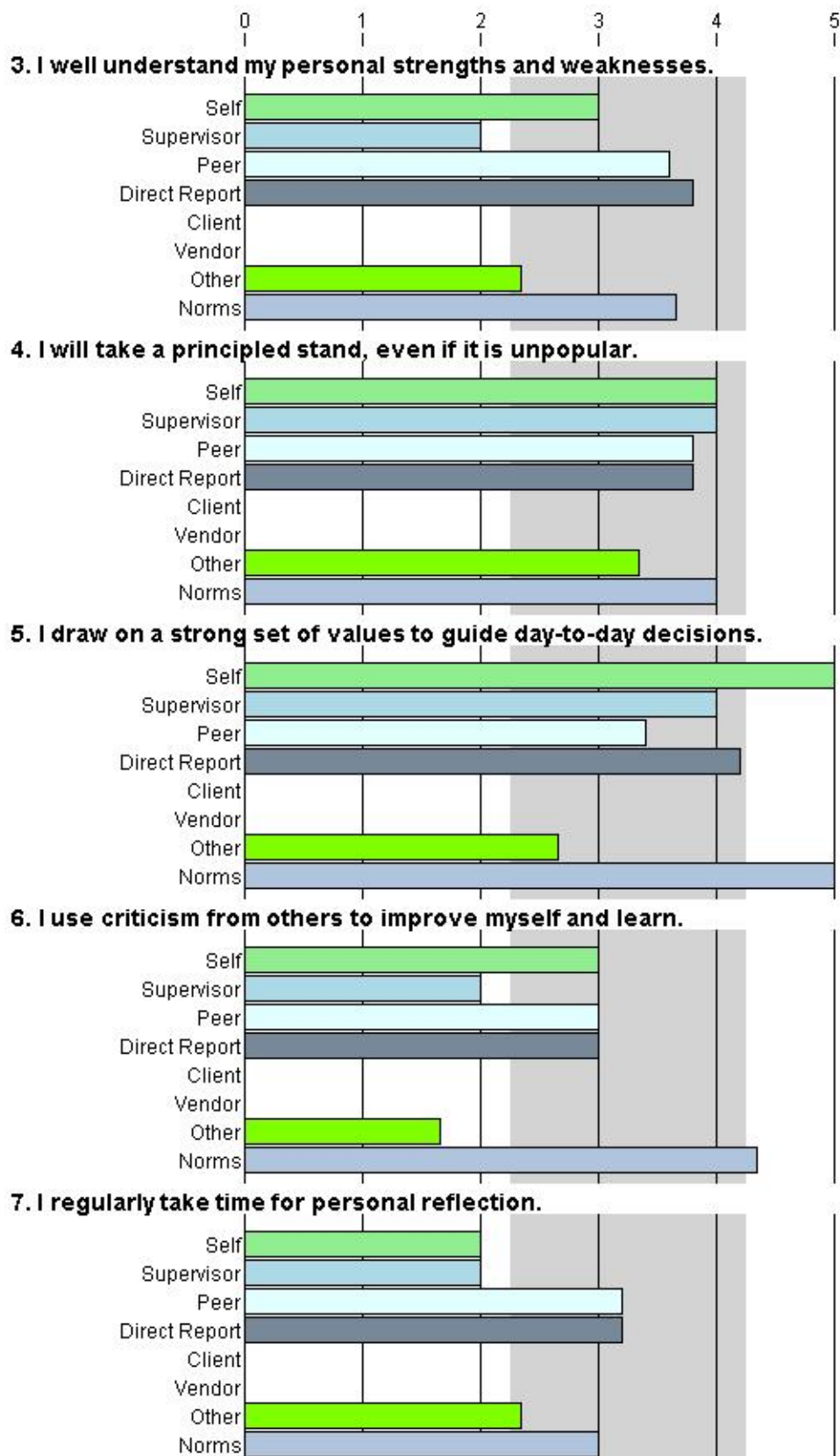
A low score indicates that you lead others by "the book" rather than by relying on your own judgment or intuition. When you find yourself in a leadership position, you will often try to lead from the front or adopt a "command and control" style without the support of others.

### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are someone who reflects regularly and deeply on what good leadership might be in terms of your own perception of yourself, as well as your perceptions of others. You are also likely to think about how you can continue to make helpful interventions by using a strong set of personal values and beliefs.

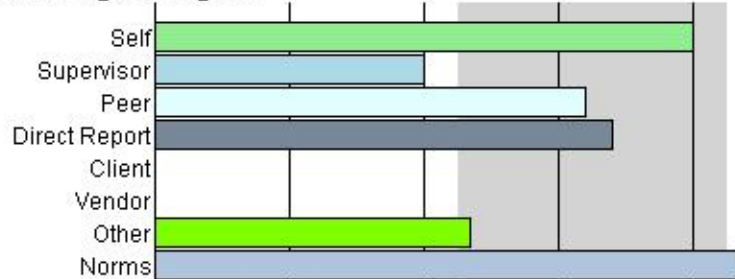
A high score indicates that you listen to people carefully and calmly before seeking a particular leadership role (if it is deemed to be appropriate at all). You tend to try to create a trusting and sincere climate in which good decisions can come from anyone with the best ideas.







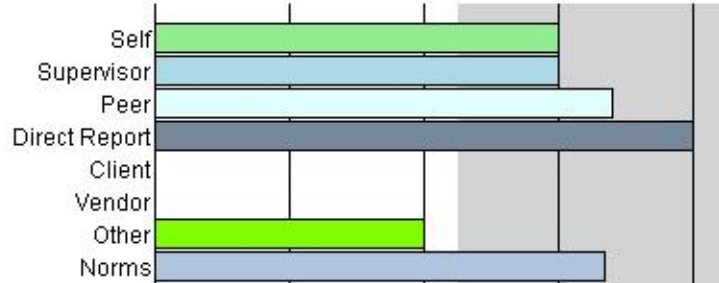
**9. I learn from mistakes, treating errors as opportunities to learn, rather than things to regret.**



**10. I am good at empathizing with people.**



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



**12. I like to build trust by being reliable and sincere.**



**This section on Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"**

## **Suggestions for Overall Improvement**

The low scorer needs to think much more deeply about their own personal style and way of operating, and recognize that it can always be improved or adjusted to suit the styles or responses of people who are very different. Being self-critical and recognizing your own shortfalls is no easy task; it will require a sustained effort and lots of support and constructive feedback from others.

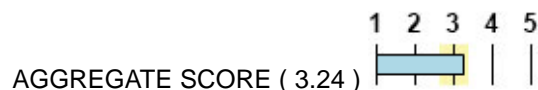
## **Way to Strengthen or Improve Emotional Intelligence**

- Think deeply about your own personal values, and share them with your colleagues.
- Gather the opinions or views of people around you (your supervisor, peers, and team members).
- Take time to quietly reflect on how you are perceived, and how you personally feel about the feedback.
- Use the feedback to plan how you might modify your behavior (building on the positives and lessening or eliminating the negatives).
- Think about what you might be able to do to work with your fellow colleagues and team members more effectively.



## Contextual Thinking

This section on Contextual Thinking looks at the extent to which you put specific events, tasks, and actions into a wider perspective or pattern. It asks the question: "How effectively do you connect related and unrelated information in order to make sense out of what you experience?"



### Interpretation

#### LOW (less than 2.75)

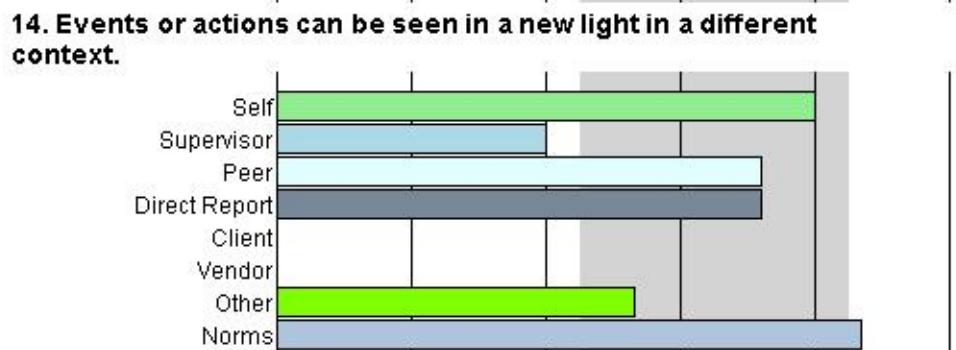
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you often miss the connections between occurrences or events, and tend to be confused or puzzled by some situations. Such individuals prefer to focus analytically on how things come about, rather than to ask why they have occurred at all. They tend to over-rely on past experience, seeing it as the only guide to understanding what is happening or might occur in the future.

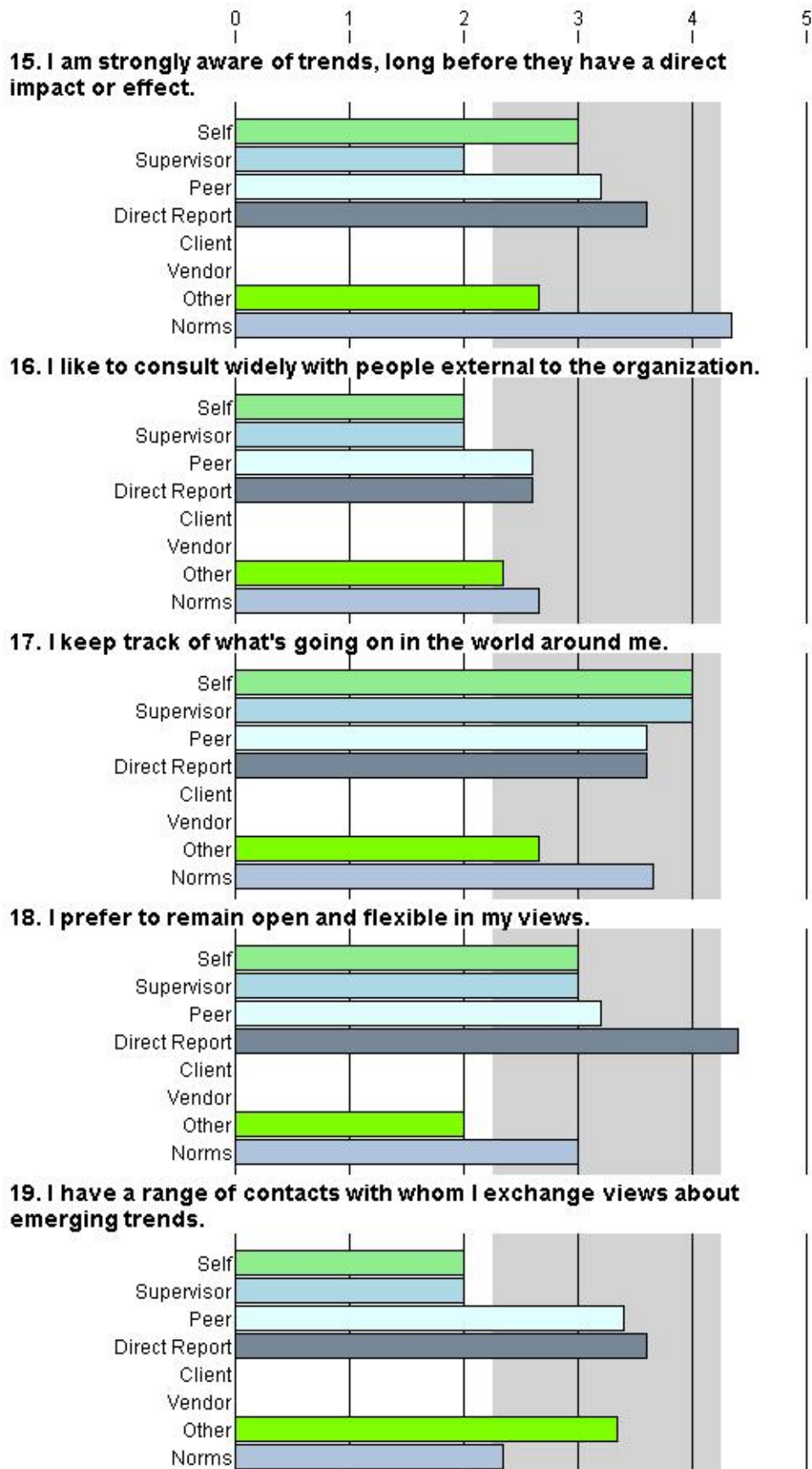
A low scorer generally takes a "narrow" view of what he or she experiences. Each event or occurrence is treated as distinct or separate from others, rather than connected logically to other events or facts. This leads to an inability to see patterns easily and makes a person less confident being able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

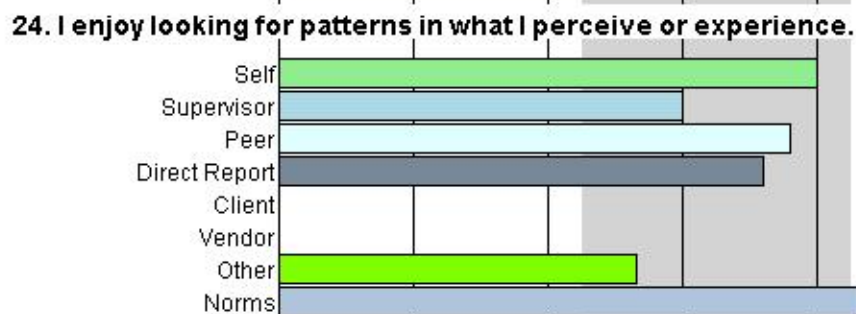
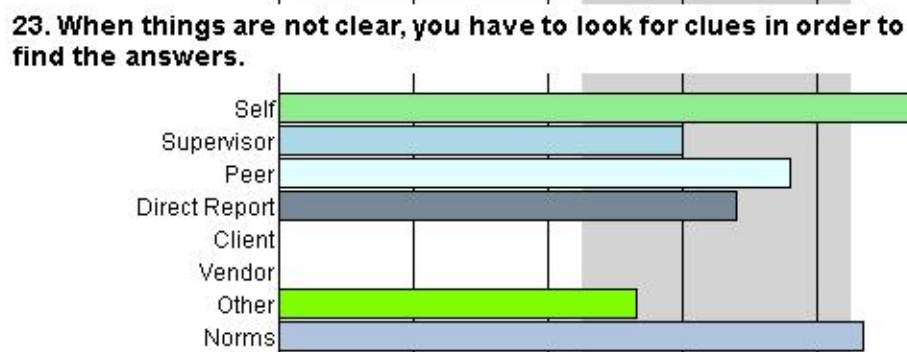
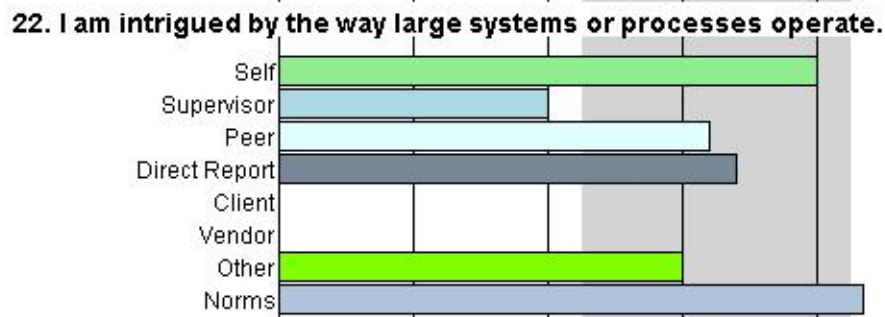
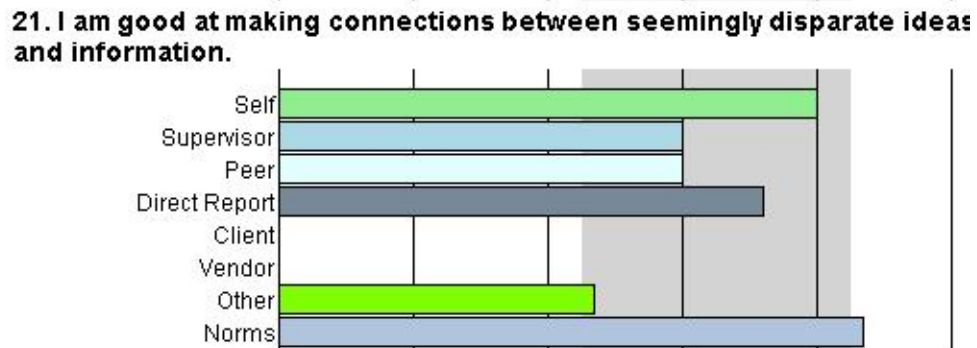
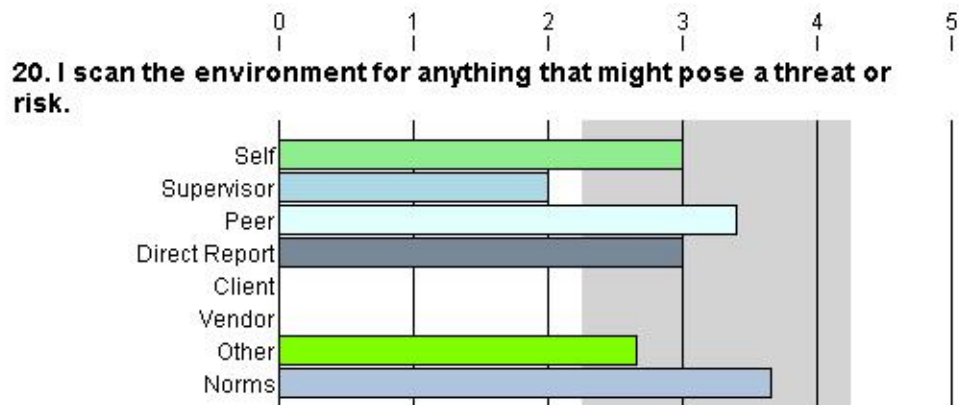
#### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you generally maintain a "big picture" or conceptual view of events, and are able to quickly grasp both major and minor connections, where they exist. You are also likely to pride yourself on being flexible, open-minded, and effective at solving problems and reconciling conflicting data.

A high scorer tends to look for patterns in even the most complex situations or issues, and looks for a range of different connections (both relevant and irrelevant). The high scorer often enjoys solving puzzles and conundrums as a pleasurable way to hone or test their skills.







**This section on Contextual Thinking looks at the extent to which you put specific events, tasks, and actions into a wider perspective or pattern. It asks the question: "How effectively do you connect related and unrelated information in order to make sense out of what you experience?"**

## **Recommendations for Overall Improvement**

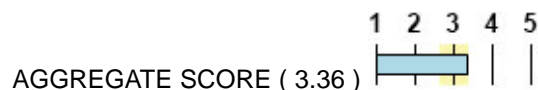
Low scorers need to try out more techniques and methods to develop their ability to contextually think more effectively and creatively such as using "lateral" thinking or brainstorming and asking the question "why". They can become more proficient by doing crossword puzzles and other mentally challenging activities and reading mysteries to develop their skills outside the organizational context.

## **Ways to Strengthen or Improve Contextual Thinking**

- Try to see beyond the immediate issue, situation, or problem by establishing a context or a clear frame of reference.
- Practice identifying any links or connections in your experiences by keeping a personal journal in which you can record your thoughts and look for improvements over time.
- Read widely and look for broad trends and patterns in events, situations, news reports, opinion and analysis and so on.
- Build a network of contacts outside the organization of people who can help you to keep up-to-date and in touch with the latest thinking.
- Whenever you don't understand or want to know more, ask questions including the question "why?".

## Directional Clarity

This section on **Directional Clarity** looks at your ability to identify a credible destination and determine and communicate how to get there in a straightforward and simple way. It asks the question: "How clearly, credibly, and unequivocally do you point the way for people to want to travel with you and to stay on track?"



### Interpretation

#### LOW (less than 2.75)

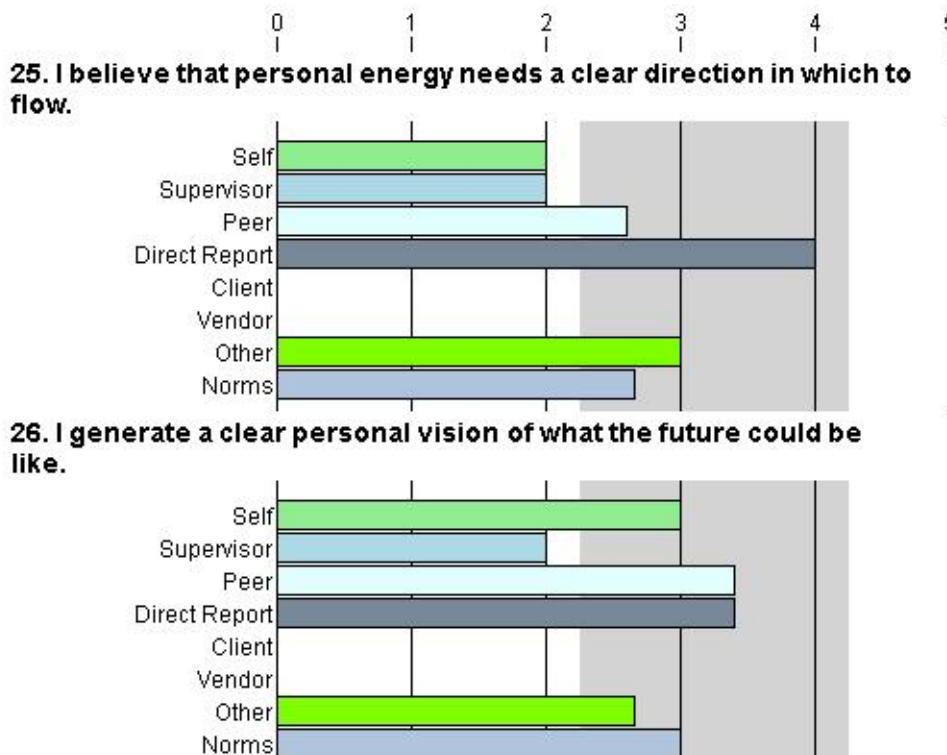
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will select a direction or course of action on the basis of very limited, subjective evaluation, failing to assess its worth as a way to go. You are also likely to change direction frequently and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

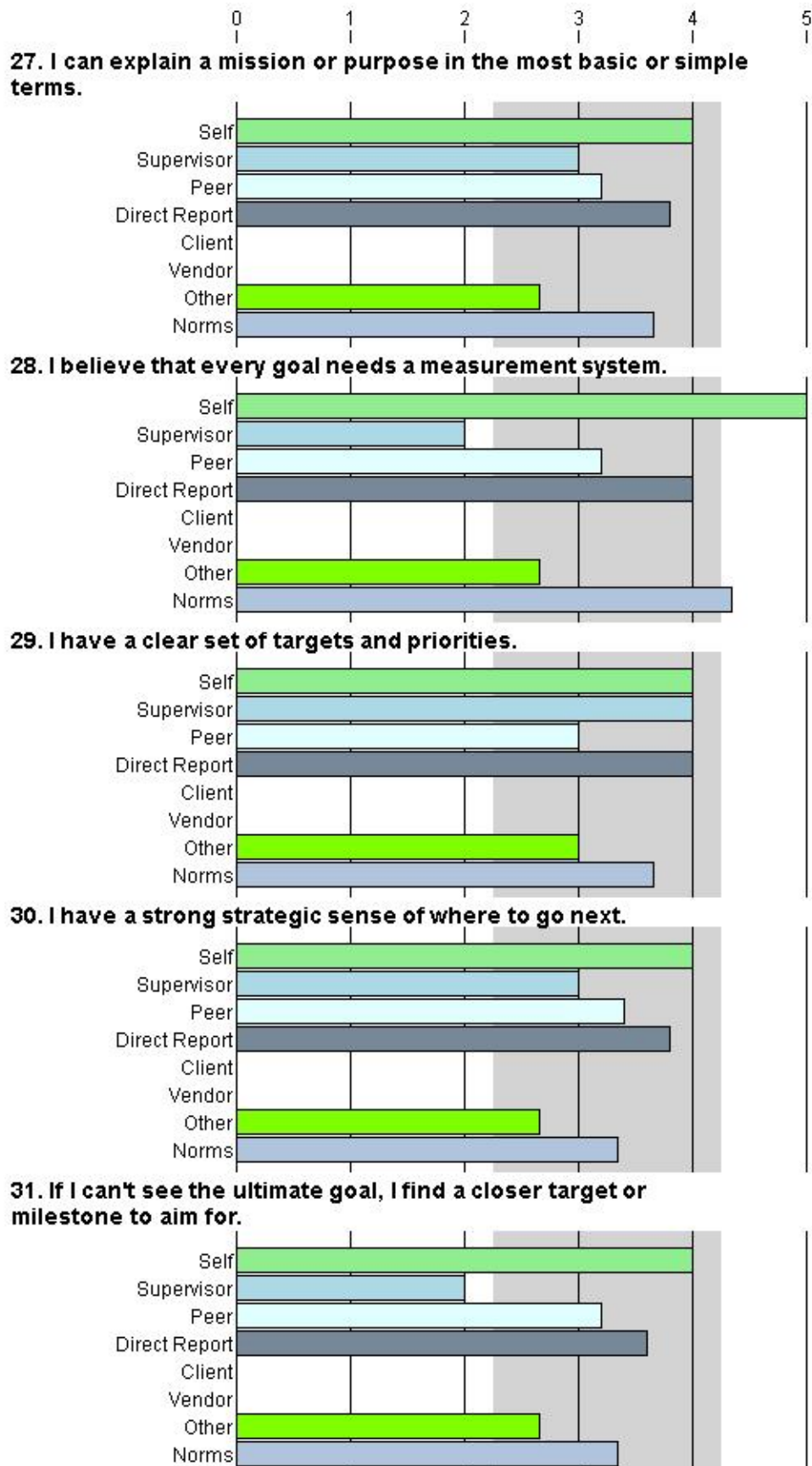
A low scorer has trouble identifying and establishing direction. As a result, when the individual is in a leadership position, he or she tries to hit the wrong target or go for several different targets. Some individuals fail to set any goals whatsoever.

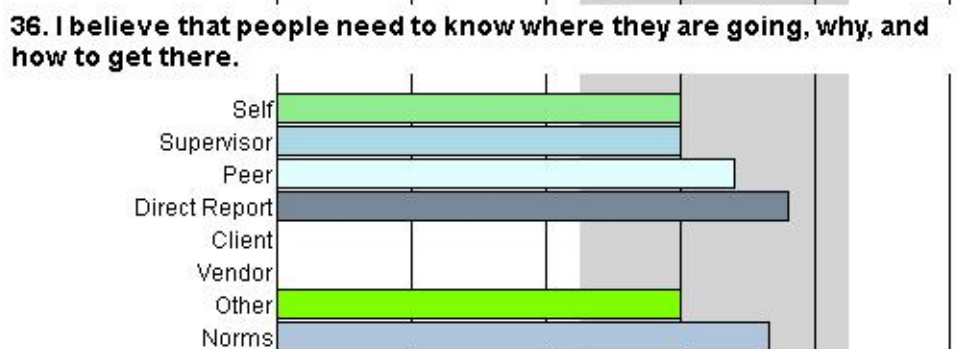
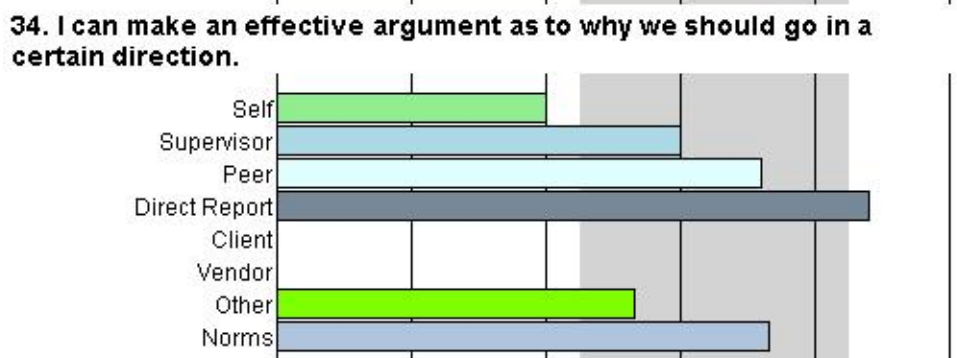
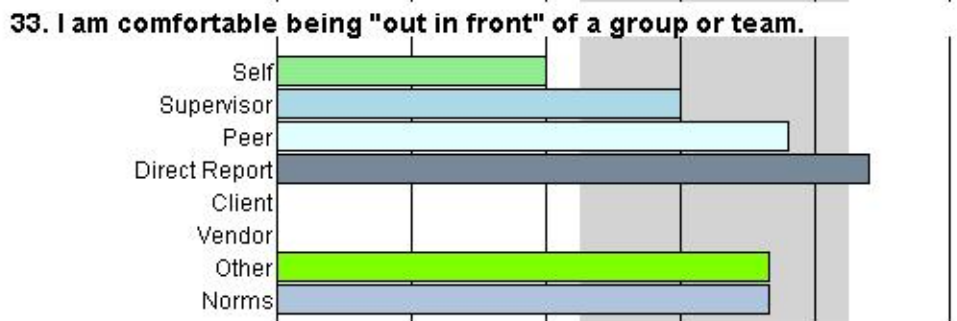
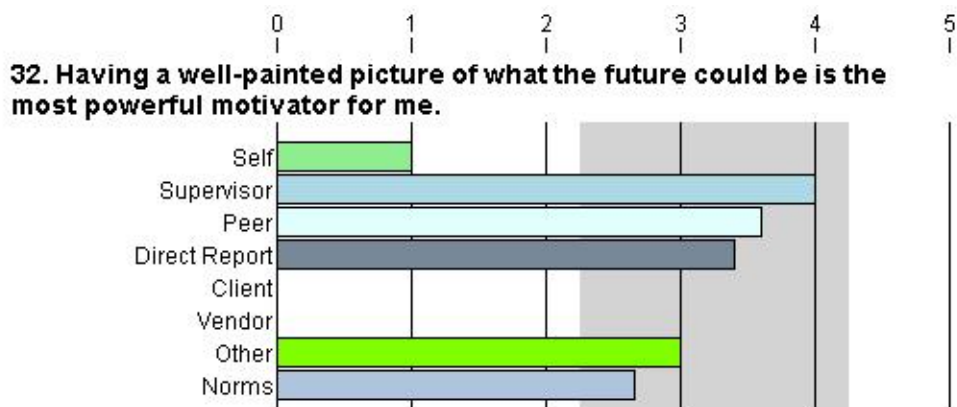
#### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you will effectively evaluate courses of action or "credible" paths to the future, and will quickly engage in a range of ways to communicate and describe these paths efficiently to those around you. This directional clarity wins fast support and willingness to follow the route that has been selected.

A high scorer confidently and clearly sees and describes a credible destination, whether or not he or she is in a formal leadership position. Such an individual is likely to identify natural milestones and measures of progress and assess the effort needed to succeed, and communicate these things to others.









**This section on Directional Clarity looks at your ability to identify a credible destination and determine and communicate how to get there in a straight forward and simple way. It asks the question: "How clearly, credibly, and unequivocally do you point the way for people to want to travel with you and to stay on track?"**

## Recommendations for Overall Improvement

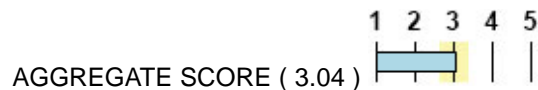
Low scorers need to find quiet time to think about strategy and direction for their own efforts and others. This will mean researching potential alternatives and involve wider consultation with people to obtain input and ideas, as well as carefully weighing the pros and cons of one direction versus another before a decision is made. This is a difficult skill to develop quickly; greater involvement by people who are strong in this competency would improve overall leadership of the team.

## Ways to Strengthen or Improve Directional Clarity

- Take a longer-term perspective on the future than you have taken in the past. Weigh all the different alternatives that you identify in order to determine the best direction to take.
- Regularly engage people on your team in conversations about what they think the future might hold, and build these ideas and perspectives into your long-range planning and goals.
- Develop four or five medium- to long-term goals and list them on a single piece of paper clearly describing a future vision and how it takes the organization positively forward.
- Think about how you might effectively present the advantages of taking this chosen course to different people in order to solicit their support and win it.
- Identify one key process in your work area that could be improved by technology, and develop a plan to describe how this might be brought about.

# Creative Assimilation

This section on Creative Assimilation looks at how well you creatively draw together disparate information to arrive at robust and clear decisions or courses of action. It asks the question: "How challenging and/or innovative is your approach to processing different or conflicting data in order to make sense of it and act upon it wisely?"



## Interpretation

### LOW (less than 2.75)

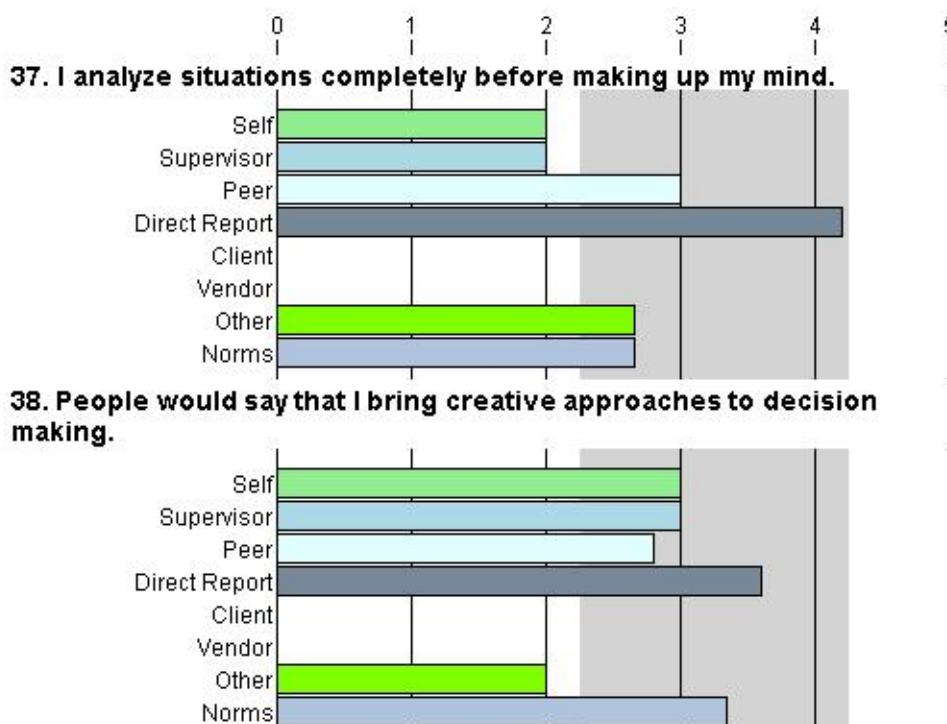
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you often accept information at face value and do not take time to reflectively weigh the alternatives before evaluating and acting on the information. You are also more likely to stick to tried and proven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

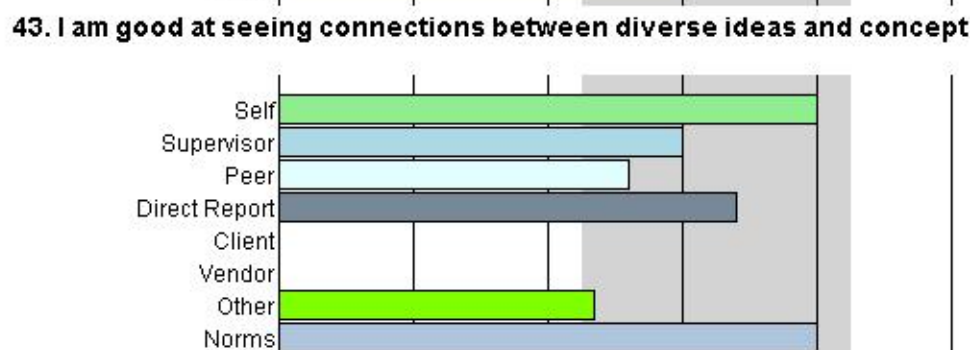
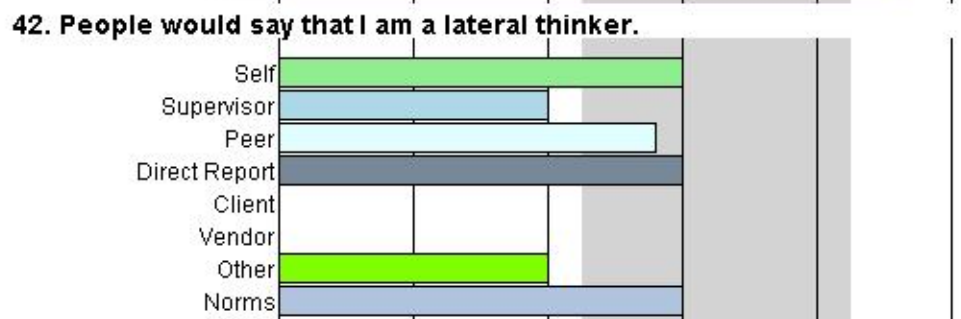
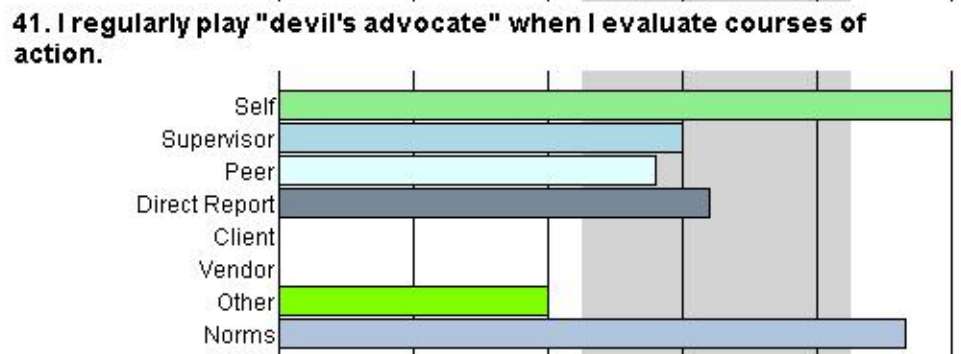
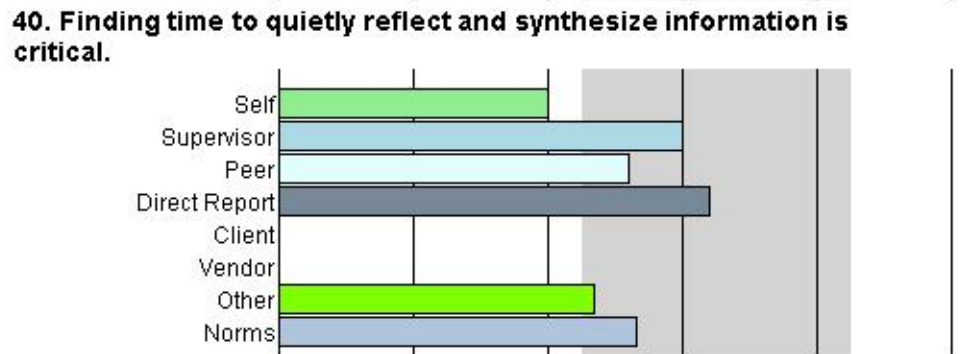
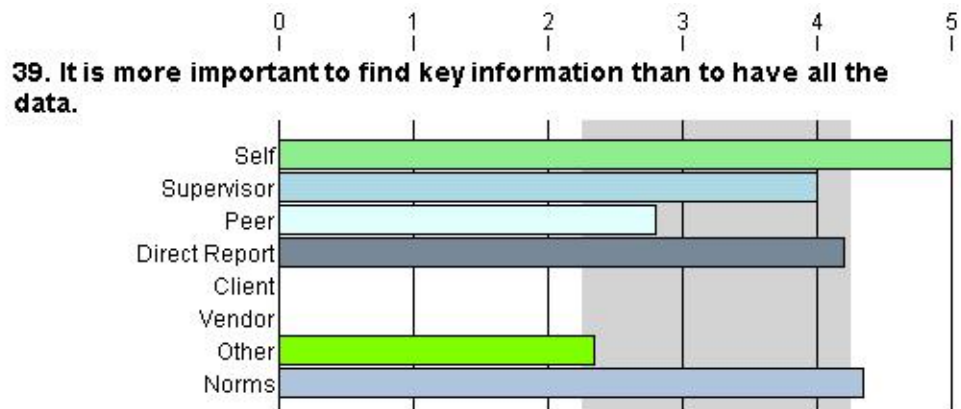
A low scorer tends to spend too little time creatively reflecting or hypothesizing about issues or events. As a result, such individuals are more likely to be uncomfortable with ambiguity and are more likely to dislike and be dismissive of complex problems or issues that cannot be easily solved or in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

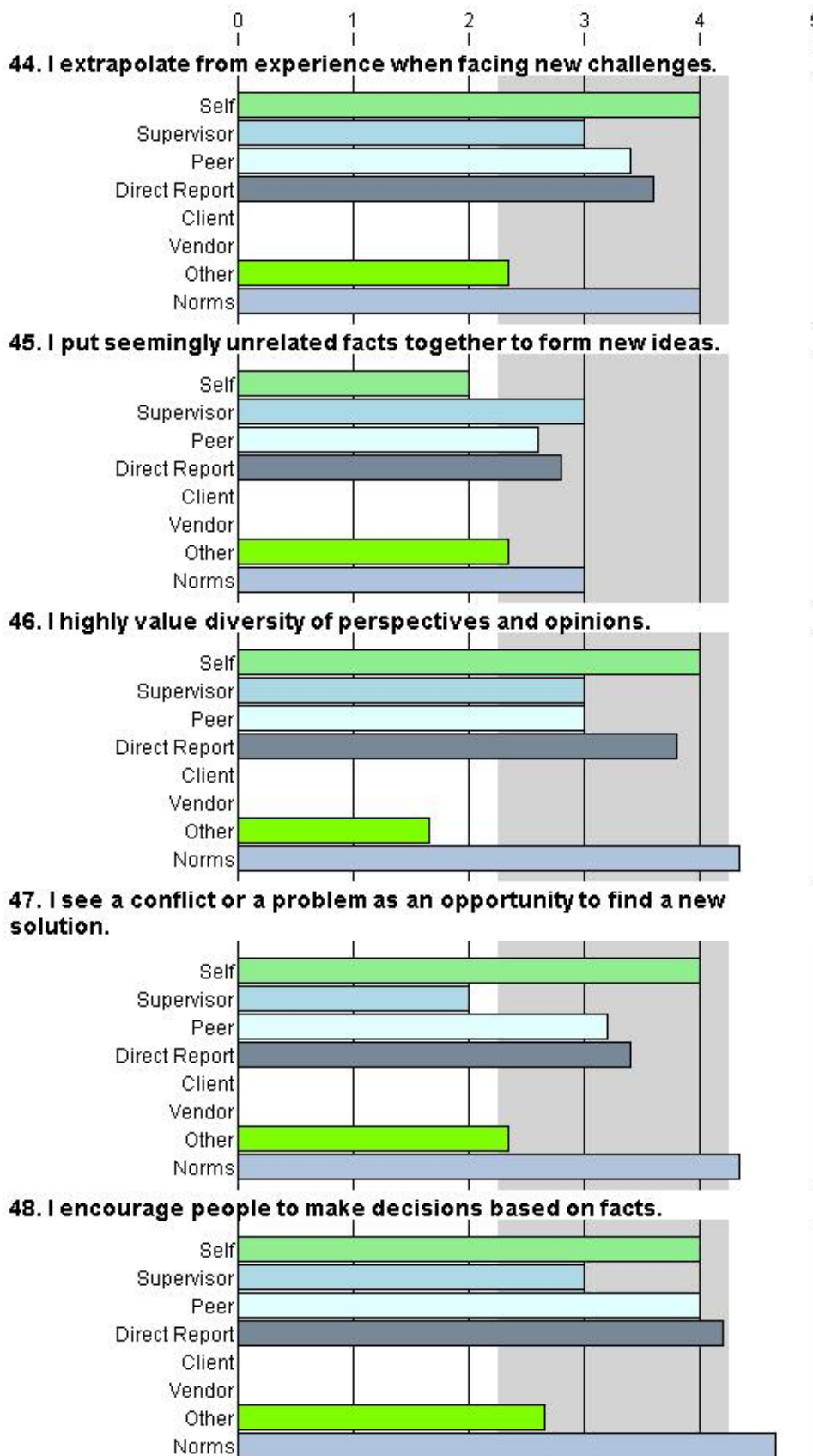
### HIGH (greater than 3.5)

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

A high scorer is likely to enjoy thinking about diverse situations or ideas and juggles several balls in the air at once. He or she thinks regularly and deeply about more complex issues and situations, and is always looking for new or insightful solutions that can work.







**This section on Creative Assimilation looks at how well you creatively draw together disparate information to arrive at robust and clear decisions or courses of action. It asks the question: "How challenging and/or innovative is your approach to processing different or conflicting data in order to make sense of it and act upon it wisely?"**

## Recommendations for Overall Improvement

Low scorers need to stop making rapid judgments about what they perceive or experience and make sure that they consider other data or possible courses of action before committing themselves to a decision. This can be done by doing 3 things:

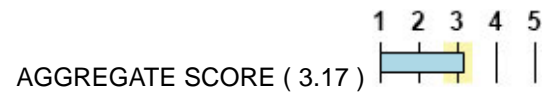
1. Practice challenging assumptions.
2. Practice playing devils advocate.
3. Arranging and participating in brainstorming sessions to prepare for times when significant challenges or decisions arise.

## Ways to Strengthen or Improve Creative Assimilation

- Practice looking at issues, events, and problems from as many different points of view as you can.
- Ask yourself how you would react if something were to change dramatically. What would happen if a specific event occurred at a future time, when things were different? Could you reverse or invert some of the factors or parts of the situation? What could you introduce by way of new information or ideas to change or alter the situation?
- Design quiet time into every day to calmly reflect and synthesize data, evidence, and facts into information that you can use to make decisions regarding action.
- Look for unusual or different connections between seemingly disparate or conflicting ideas and concepts.
- Challenge your thinking and that of others so you all identify the most innovative and creative solutions possible before taking action.

# Change Orchestration

This section on Change Orchestration looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends?"



## Interpretation

### LOW (less than 2.75)

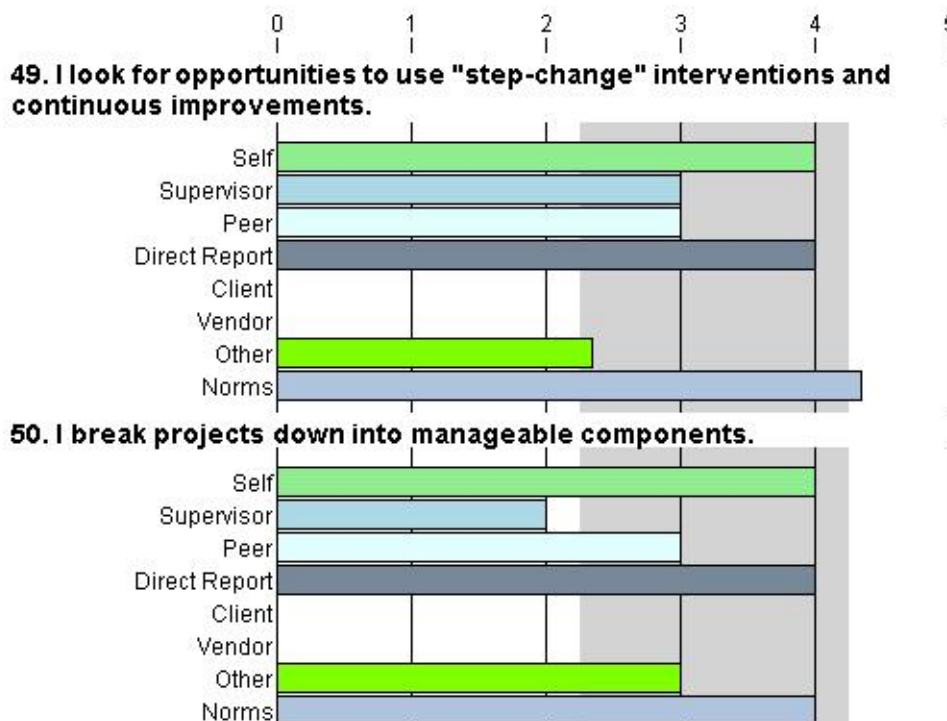
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to become caught up in change situations, yet find it difficult to control them. You are also likely to find that such change has a range of unexpected twists and turns, to which there never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

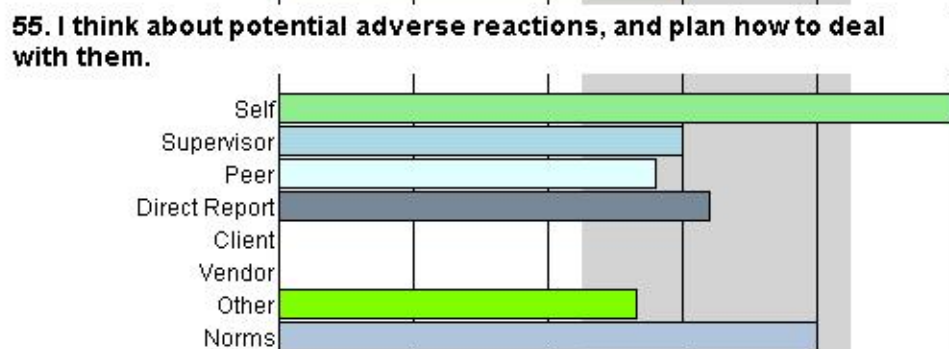
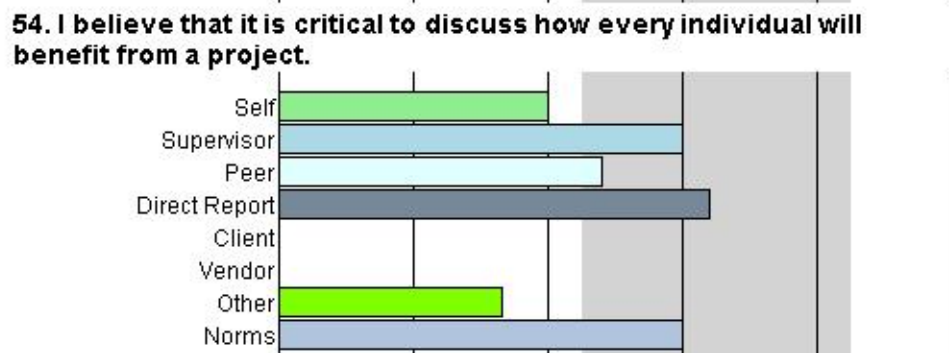
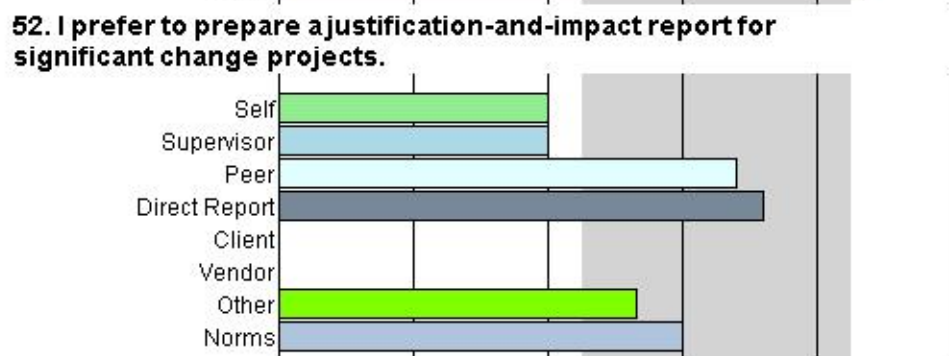
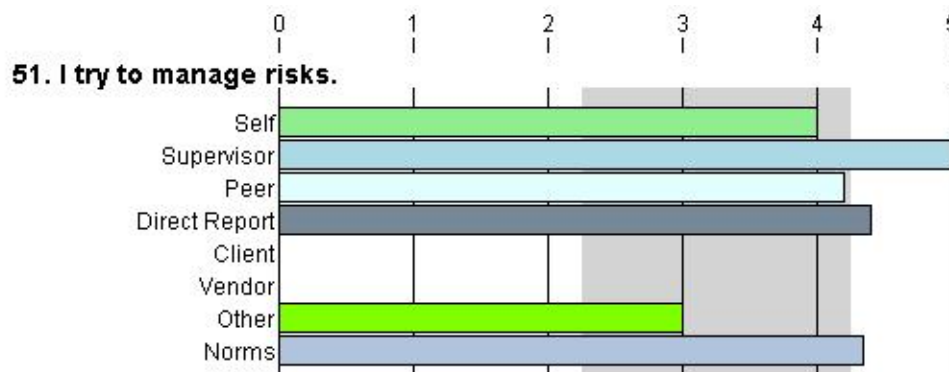
A low scorer tends to find anything other than minor changes frustrating and commanding of much more of their time and energy that they might like. As a result, this kind of person often feels like a "hostage to fortune," and is likely to suffer higher levels of stress than others.

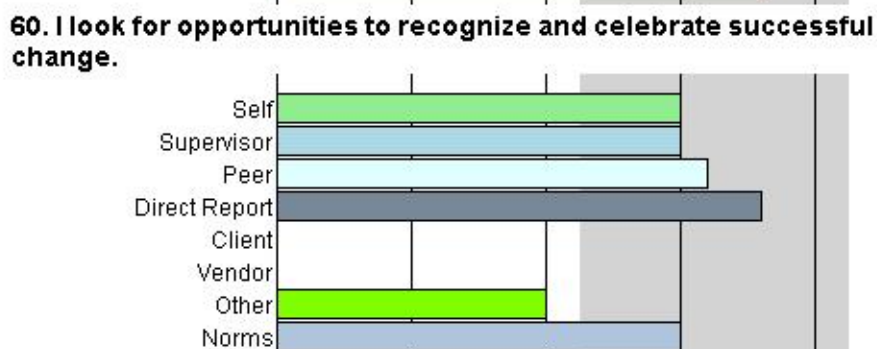
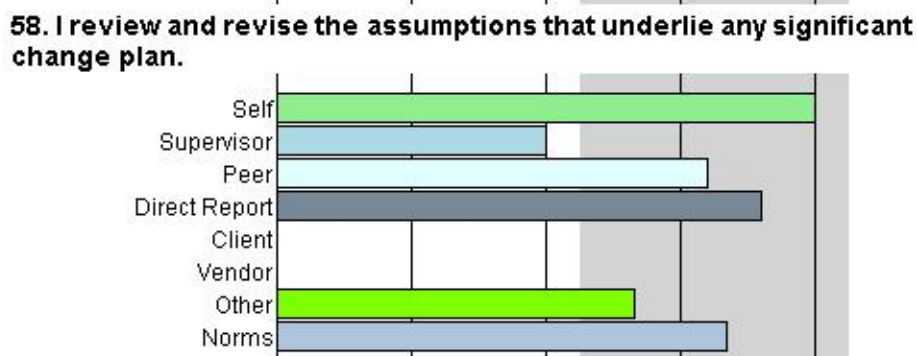
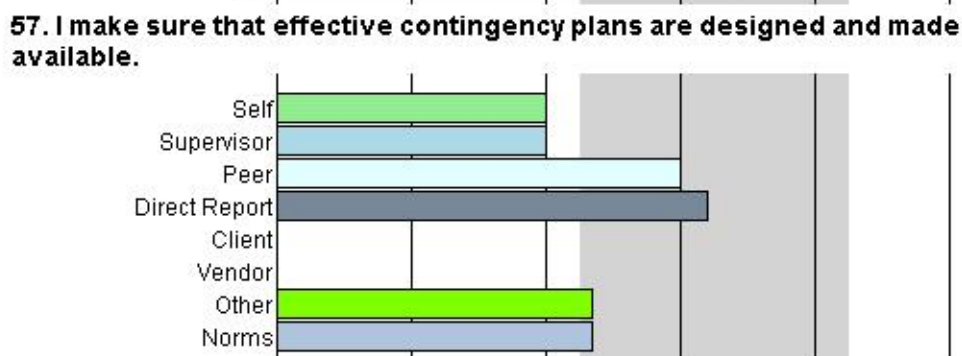
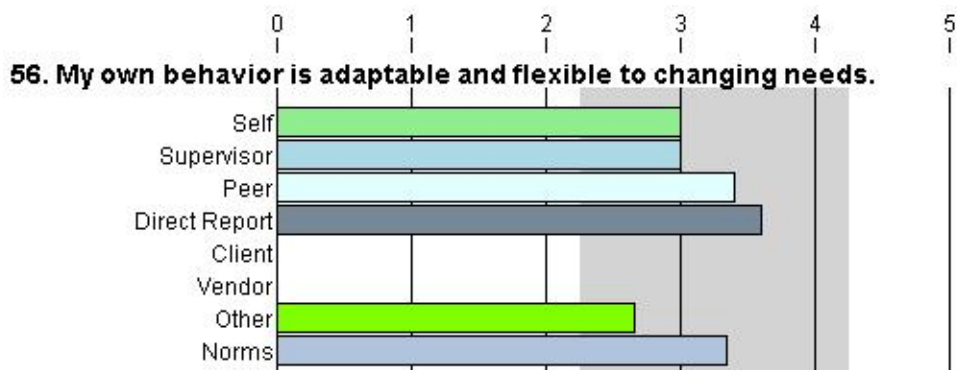
### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are comfortable with personal change and comfortable helping others to cope with changes forced upon them. To do this, you are likely to quickly find ways to plan how to tackle what is ahead, and then try to strongly work the plan you have created.

A high scorer tends to anticipate change as much as possible, and takes early proactive steps to be as prepared as possible. In addition, the high scorer is likely to maintain a flexible attitude and disposition, and does what is necessary to deal with the pressure and help others do the same.









**This section on Change Orchestration looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends?"**

## Recommendations for Overall Improvement

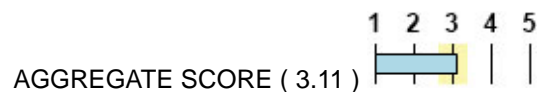
Low scorers should try to become less "consumed" by daily activities and priorities and spend much more time anticipating what might be around the corner. Low scorers seek out and talk to effective agents or managers of personal and organizational change in order to learn coping strategies for different situations and circumstances.

## Change Orchestration

- Design regular time into your day or week to think about the medium- or long-term future (not just your day-to-day or most pressing issues or problems).
- Imagine a range of possible outcomes or results that could come about as a result of specific personal or organizational changes that might affect you in the future.
- Carefully consider what you might need to do right now to accommodate any and all these scenarios.
- Actively look for opportunities to introduce "step-change" initiatives, rather than small incremental improvements, whenever the benefits are clear to see.
- Help others to come to terms with change and challenge any resistance firmly but fairly.

# People Enablement

This section on People Enablement looks at the extent to which you trust, coach, and guide people in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and teams so that they believe that the consequences of their actions are their own?"



## Interpretation

### LOW (less than 2.75)

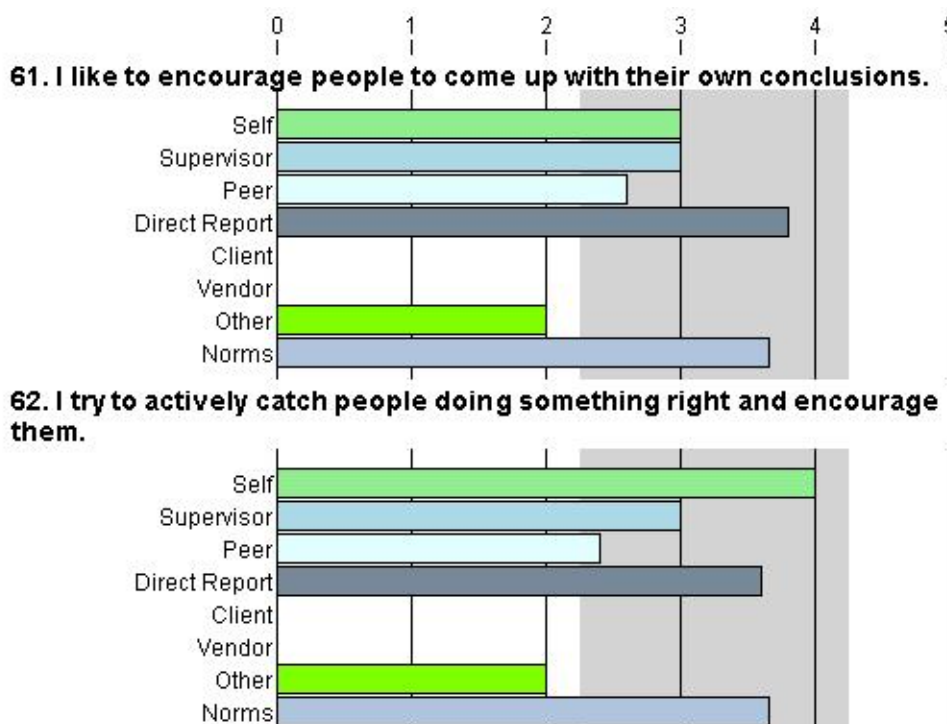
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you are oblivious or unconcerned about people's individual needs, preferring to focus more on goals and/or tasks. As such, you will rely on systems and procedures to provide the necessary leadership framework,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

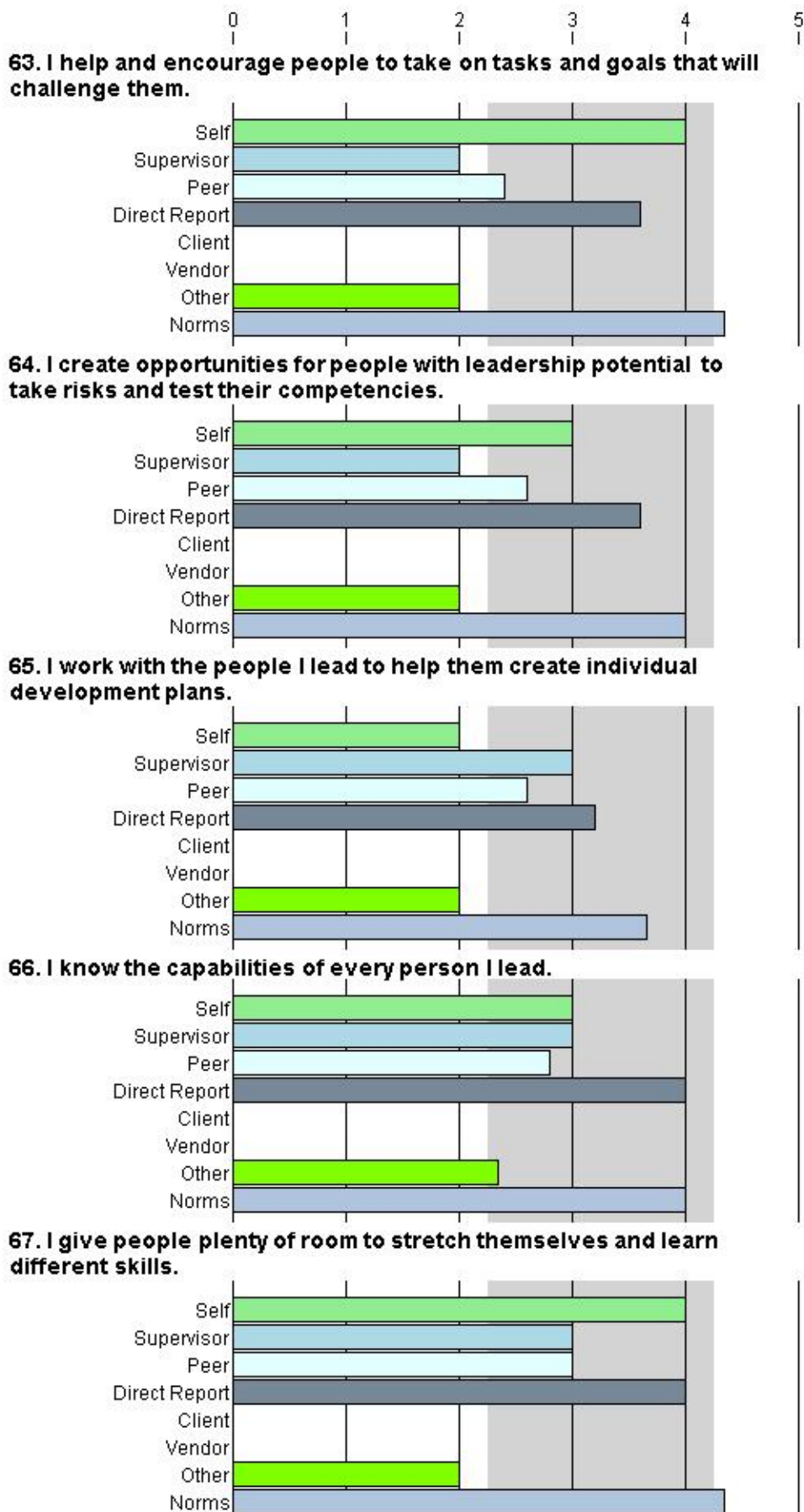
A low scorer comes across as individualistic and unable to trust the skills and abilities of other people to achieve goals and targets without strong "command and control." Such an individual tends to spend little or no time sharing knowledge or coaching others, and does not make time to help and support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

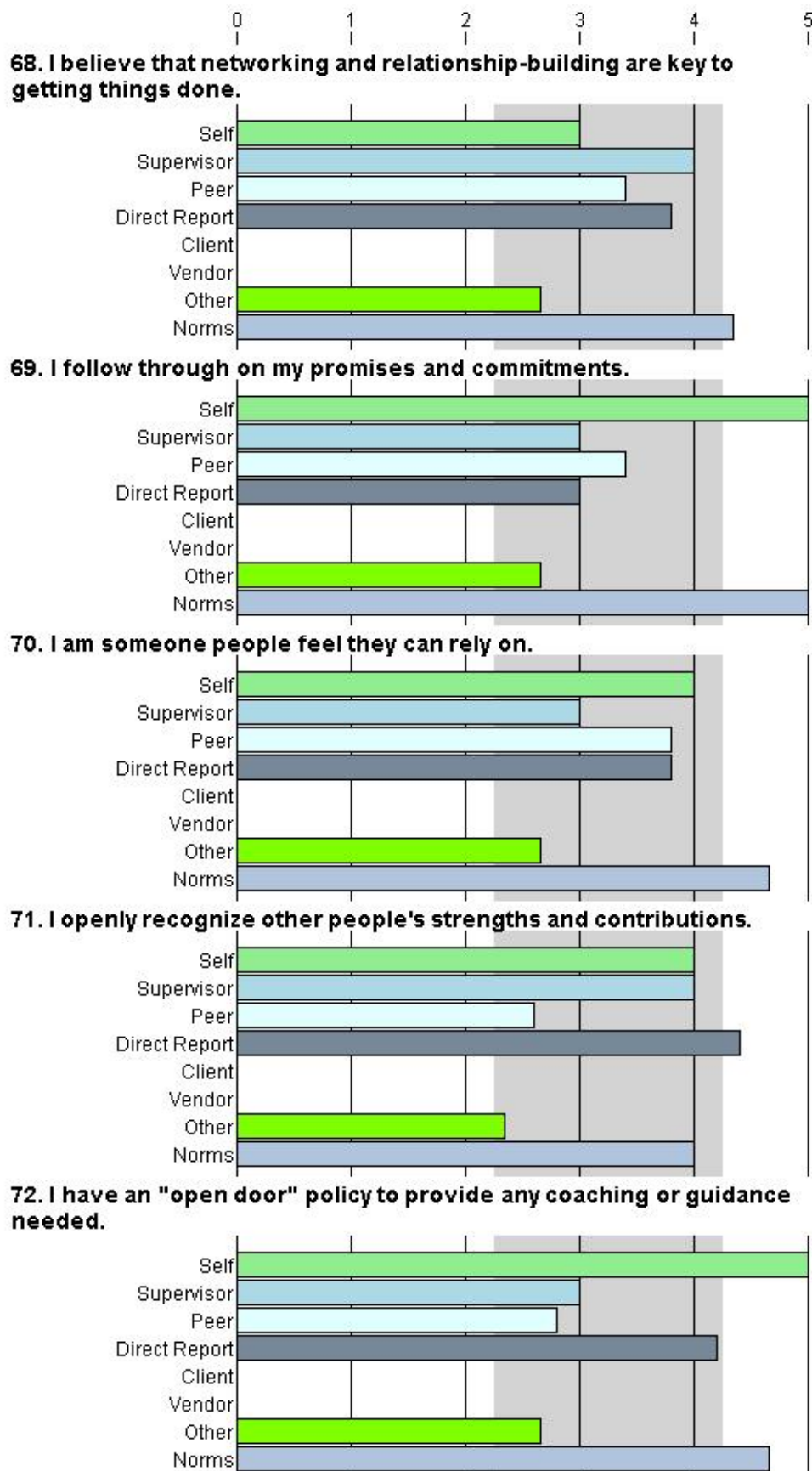
### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you use your leadership skills to help and guide people in ways that lead them to become more self-sufficient, and that you encourage them to find their own solutions and commit to their own decisions. You are also likely to try to understand people at a "deeper" level and offer the kind of leadership that they value the most.

A high scorer tends to build high levels of trust and empathy. He or she creates an open and warm climate in which other individuals feel that they can take reasonable risks in their work in order to meet goals and feel appreciated for their efforts and results.







**This section on People Enablement looks at the extent to which you trust, coach, and guide people in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and teams so that they believe that the consequences of their actions are their own?"**

## Recommendations for Overall Improvement

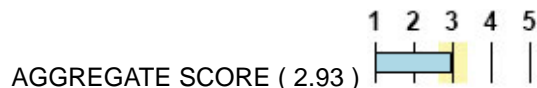
Low scorers need to give people much more room or authority to act, without letting them feel that any of their mistakes will be punished or held against them. Low scorers can also program-in regular time to identify and recognize people's efforts, and to make themselves more available to offer general coaching and support to the team (even if it is for only a short time each day or week initially).

## Ways to Strengthen or Improve People Enablement

- Take an active interest in finding out more about what fellow team members and colleagues in the same broad work area are responsible for doing and achieving and, identify areas where they have strong general skills or competence.
- Create specific opportunities to empower individuals. Give them full responsibility for tasks and projects that you would normally handle yourself, depending on their skills or interest. This will stretch them.
- Engage in frequent "walk the talk" and one-to-one coaching, and listen to what they are saying.
- Engage colleagues in debate about your own responsibilities, skills, and preferences, and look for opportunities to work together more collaboratively to get a better overall result for your organization.
- Plan regular opportunities for different people to work together as a team, and help them to achieve success. Be sure they get direct credit and recognition.

# Reciprocal Communication

This section on Reciprocal Communication looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your message and then attentively listen to people's responses in order to adjust?"



## Interpretation

### LOW (less than 2.75)

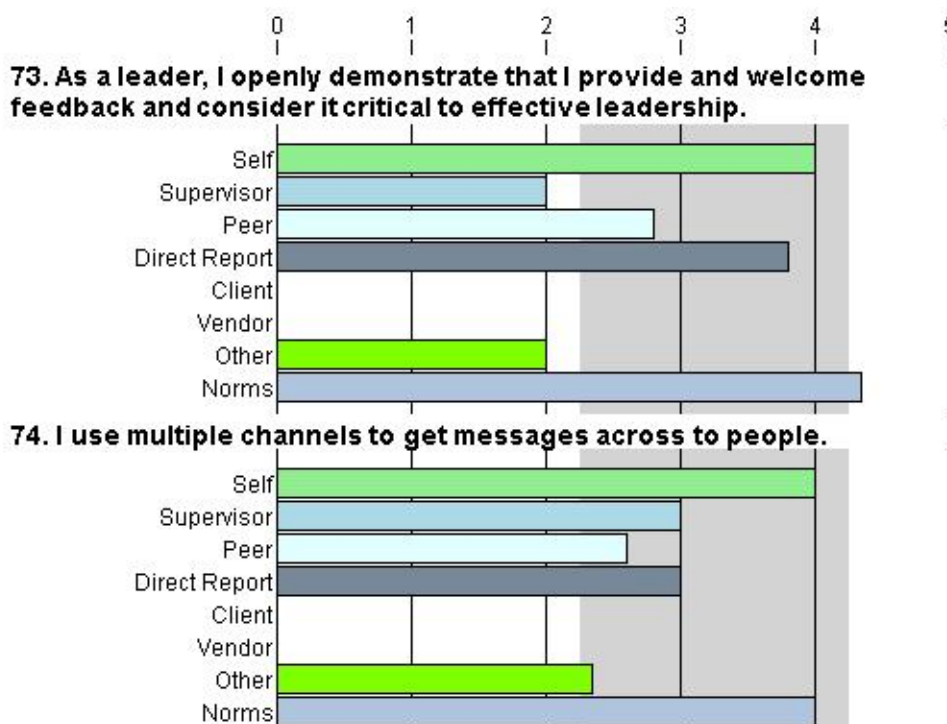
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you miss opportunities to communicate when it would be helpful and fail to take enough time designing the message or thinking about how it might be optimally delivered. You are also likely to find little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

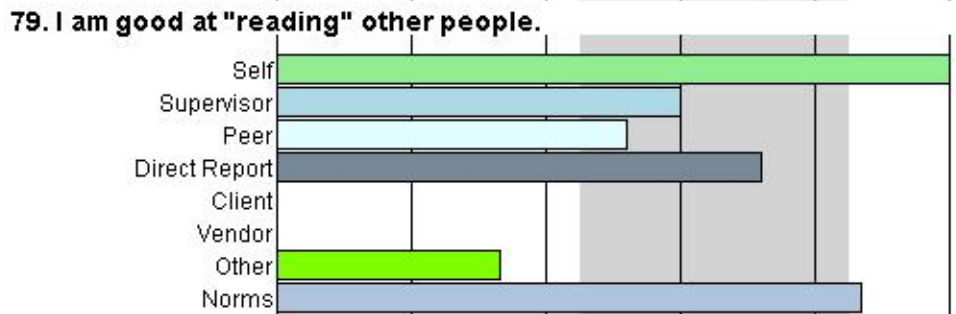
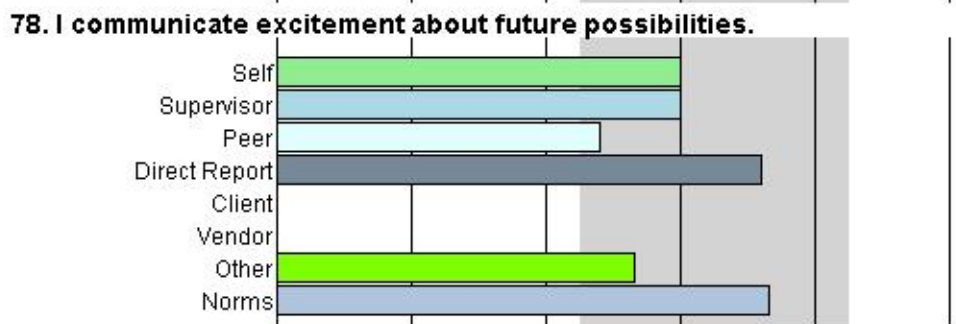
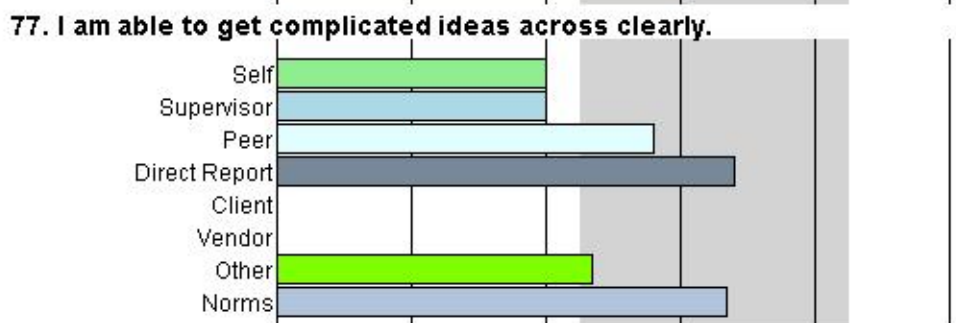
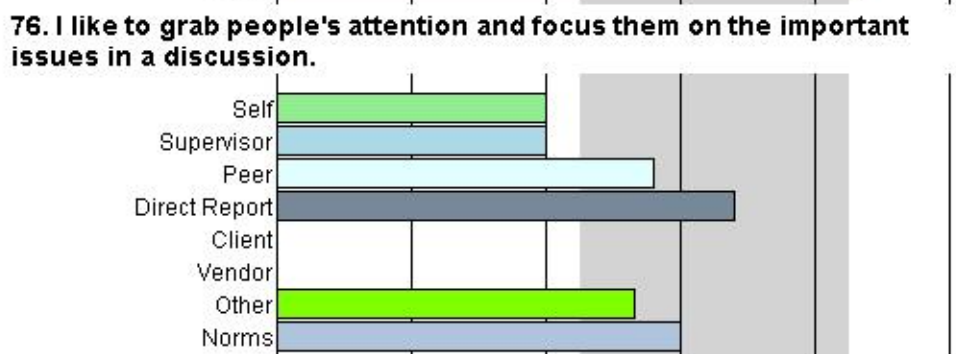
A low scorer tends to communicate on the run or at the last minute, failing to shape the message carefully or think about who will receive the message and how it should be delivered. Low scorers are likely to be thought of as poor communicators and poor listeners. They find it difficult to get their messages across credibly or in a way that inspires or enthuses the team.

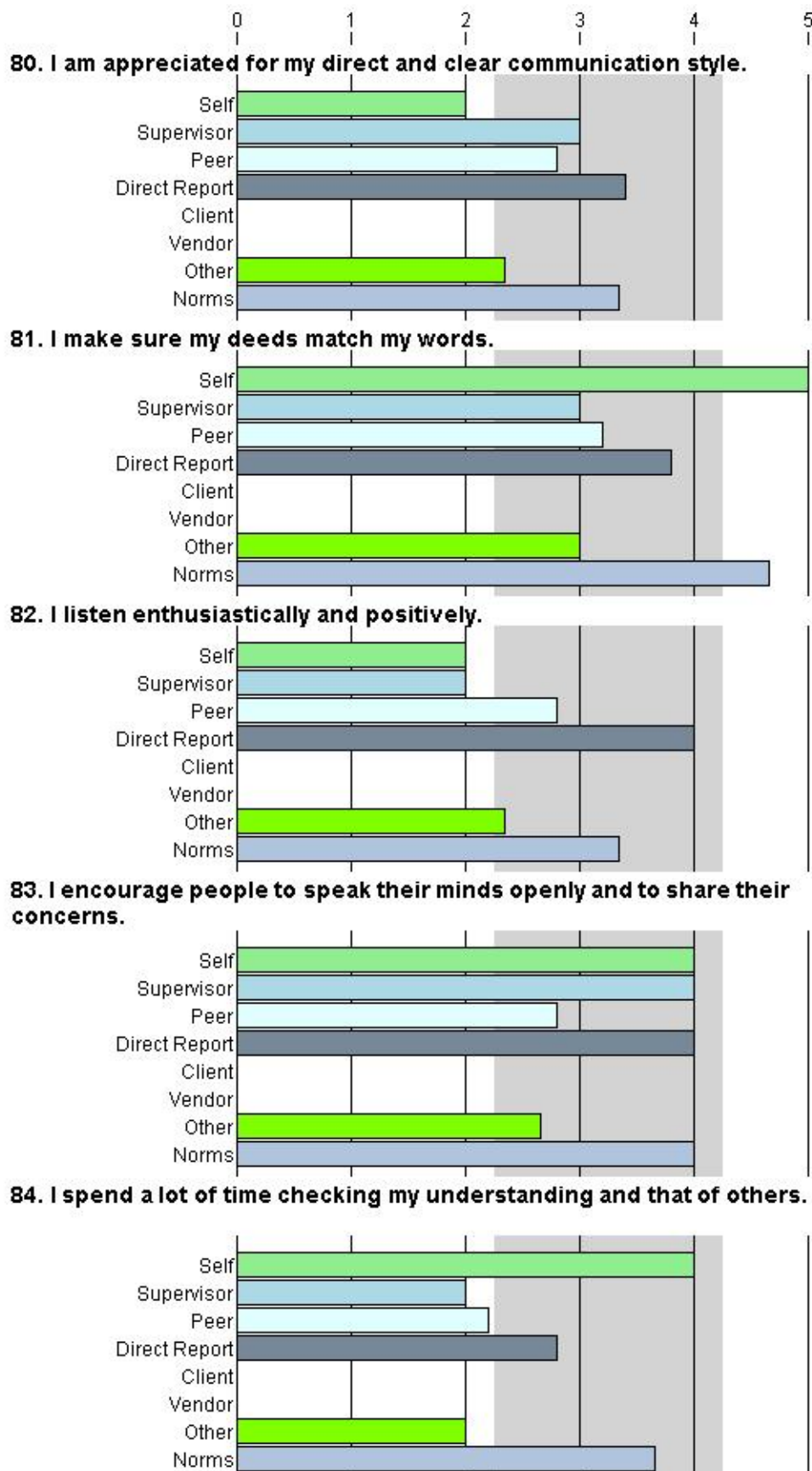
### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are highly conscious of the need to create an open and positive climate in which you can listen and gather feedback effectively and efficiently. You are likely to find ways to maintain clear and frequent communication and use a range of different "channels" and methods.

A high scorer comes across as a highly approachable individual who uses a range of different communication methods and styles to make sure that information flows in both directions freely and sincerely, and in varied and interesting ways. High scorers enjoy talking to and listening to people.









**This section on Reciprocal Communication looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your message and then attentively listen to people's responses in order to adjust?"**

## **Recommendations for Overall Improvement**

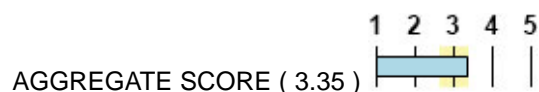
Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as a listener and as a communicator. They should use what they learn about themselves to focus on improving areas of weakness or limitation. In addition, low scorers should study effective communicators and try to practice some of their techniques wherever and whenever the opportunities present themselves.

## **Ways to Strengthen or Improve Reciprocal Communication**

- Give people time to finish speaking before forming your own reply in your conversations. Listen, maintain your focus and concentrate as much as possible.
- Great communicators carefully plan what they say and how they want to say it, so that their message is always well received. Get into the habit of doing the same.
- Experiment with different communication methods or channels so you can appeal to a wider range of people.
- Keep a log or a diary to record performance feedback or comments. Make a point of speaking to individuals in as direct a way as possible on a one-to-one basis.
- Follow the main points or issues in all group meetings, and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.

## Driving Persistence

This section on Driving Persistence looks at the extent to which you tenaciously stay on track and maintain a persistent focus on your goals. It asks the question: "How relentlessly do I pursue my targets, even in the face of challenge and/or adversity?"



### Interpretation

#### LOW (less than 2.75)

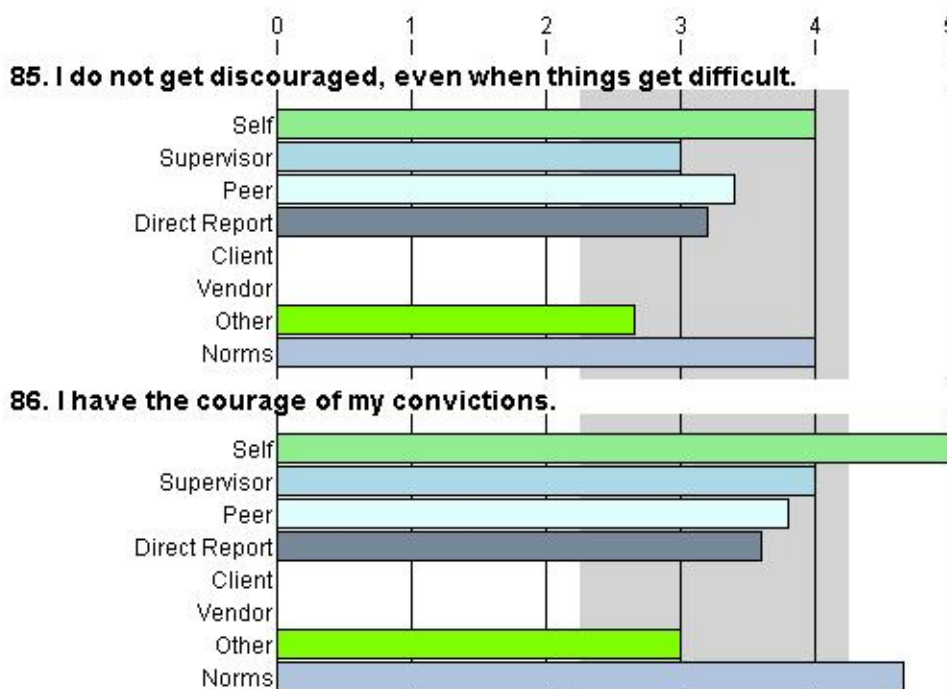
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you expect problems or failure to some extent, and you therefore pursue goals or aims with less confidence than you should. When major obstacles or problems do arise, you are likely to give in or change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

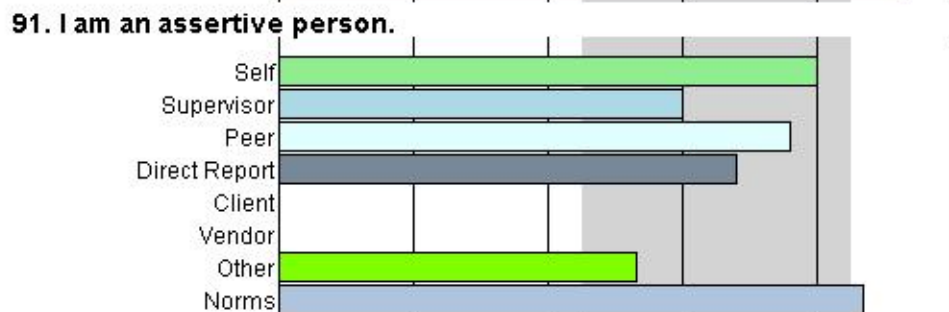
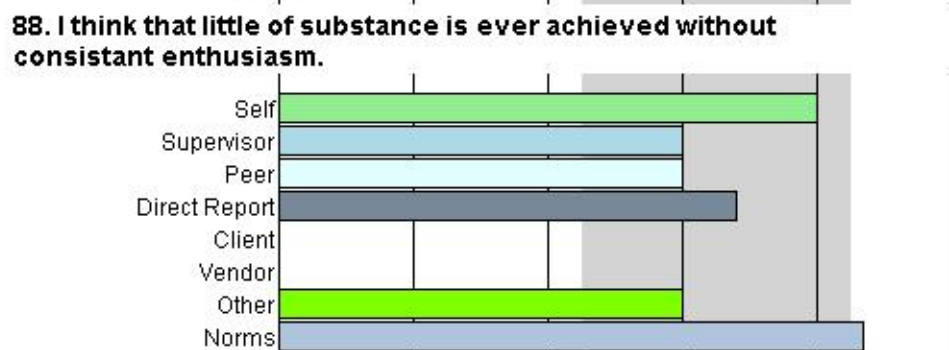
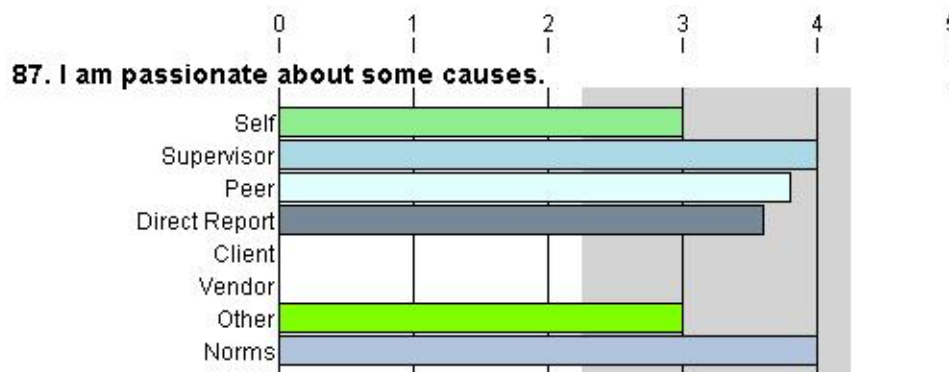
A low scorer tends to lead without conviction or strength of purpose. As a result, he or she is likely to pursue goals and targets without great enthusiasm or effort, and tends to be easily distracted or knocked off course by even minor issues or events.

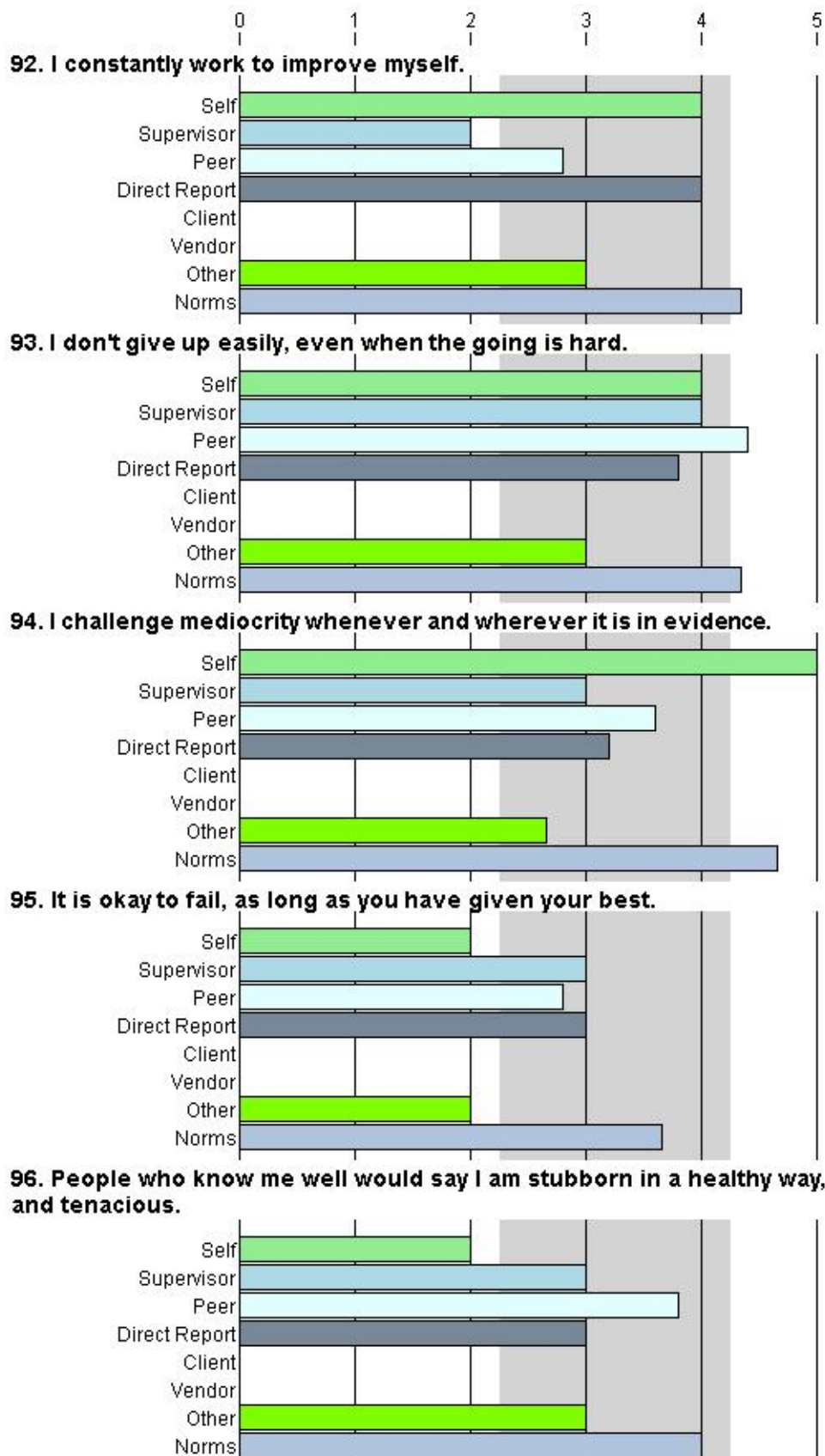
#### HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you see obstacles or difficulties in a journey as inevitable. This means that you try to prepare yourself and those who depend on you to solve problems and overcome obstacles. Then you refocus on the original goals or aims and relentlessly carry on.

A high scorer pursues their personal and organizational goals with seriousness and commitment. Such individuals are likely to be internally motivated to not only keep going, but to do so even when the going gets difficult or inevitable hurdles appear along the way.







**This section on Driving Persistence looks at the extent to which you tenaciously stay on track and maintain a persistent focus on your goals. It asks the question: "How relentlessly do I pursue my targets, even in the face of challenge and/or adversity?"**

## Recommendations for Overall Improvement

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

## Ways to Strengthen Driving Persistence

- Carefully record every commitment that you make and prioritize all that are important to you. Post it where you will see it every morning.
- Plan how you will maintain your focus and energy to achieve success.
- Practice being more assertive about your own needs. Tell people about your important goals, and inform them firmly that these cannot be compromised or put ahead of things that are less significant for you personally.
- Look for opportunities to improve your skills and knowledge in many and different ways every day. Take advantage of these opportunities.
- Always maintain the courage of your convictions, and demonstrate as much calm, assured leadership as you can even when you are inwardly uncertain.

## The 10/10 Report

### Top 10 Strengths

#### Change Orchestration

51. I try to manage risks. 4.07

#### Drive and Persistence

93. I don't give up easily, even when the going is hard. 3.87

89. People would describe me as being results-oriented. 3.80

#### Directional Clarity

33. I am comfortable being "out in front" of a group or team. 3.80

#### Creative Assimilation

48. I encourage people to make decisions based on facts. 3.73

#### Emotional Intelligence

4. I will take a principled stand, even if it is unpopular. 3.73

#### Drive and Persistence

86. I have the courage of my convictions. 3.67

#### Emotional Intelligence

5. I draw on a strong set of values to guide day-to-day decisions. 3.67

#### Contextual Thinking

13. I like to see how something fits into the wider or bigger picture. 3.60

#### Drive and Persistence

87. I am passionate about some causes. 3.53

### Top 10 Development Needs

#### Contextual Thinking

16. I like to consult widely with people external to the organization. 2.47

#### Reciprocal Communication

84. I spend a lot of time checking my understanding and that of others. 2.47

#### Change Orchestration

54. I believe that it is critical to discuss how every individual will benefit from a project. 2.53

#### Creative Assimilation

45. I put seemingly unrelated facts together to form new ideas. 2.60

#### Emotional Intelligence

6. I use criticism from others to improve myself and learn. 2.67

#### Creative Assimilation

42. People would say that I am a lateral thinker. 2.67

#### People Enablement

65. I work with the people I lead to help them create individual development plans. 2.67

#### Reciprocal Communication

75. I communicate feelings as well as ideas. 2.67

#### Drive and Persistence

95. It is okay to fail, as long as you have given your best. 2.67

#### Creative Assimilation

40. Finding time to quietly reflect and synthesize information is critical. 2.73

## Course and Reading Suggestions

Here is a link to a 12 page workbook that can help you further  
<http://assessments24x7.com/rsb/RSBIs.pdf>

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

### Reciprocal Communication

Reciprocal Communication looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your message and then attentively listen to people's responses in order to adjust?"

#### Course Suggestion

- Communication Skills
- Listening Skills
- Interviewing Skills
- Presentation Skills
- Influencing Others
- Effective Meeting Management

#### Other Suggestion

- Complete the "Communication Effectiveness Profile." HRD Press.
- Complete the "Listening effectiveness" diagnostic instrument, Team Publications
- 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

- Effective Communication. Chris Roebuck: Amacom
- Leadership and the Art of Communication. Kim Krisco
- 101 Ways to Improve Your Communication Skills. Jo Condrill
- The Anatomy of Persuasion. Norbert Aubuchon
- Active Listening. Marc Helgesen and Steven Brown: Cambridge University Press
- The Psychology of Persuasion. Robert Galdini

### Creative Assimilation

Creative Assimilation looks at how well you creatively draw together disparate information to arrive at robust and clear decisions or courses of action. It asks the question: "How challenging and/or innovative is your approach to processing different or conflicting data in order to make sense of it and act upon it wisely?"

#### Course Suggestion

- Creativity and Innovation
- Lateral Thinking
- Problem Solving
- Data Evaluation and Analysis
- Risk Assessment
- Decision Making

#### Other Suggestion

- Complete the "Problem Solving and Decision Making Profile". Team Publications
- 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**

- Creativity in Context. Teresa Amabile and Mary Ann Collins: Westview
- Handbook of Creativity. Robert Sternberg: Cambridge University Press
- Dimensions of Creativity. Margaret Boden: Mit Press
- Frames of Mind: Multiple Intelligences. Howard Gardner: Basic Books
- The Brain Workout Book. Snowdon Parlette: Evans
- The Power of Logical Thinking. Marilyn Savant: St Martins
- The Art of Aception. Nicholas Capaldi: Prometheus
- Lateral Thinking. Edward De Bono: Penguin



## 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 like to consult widely with people external to the organization.**

Score: 2.47

**Action to Take:**

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

Score: 2.47

**Action to Take:**

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

Score: 2.53

**Action to Take:**

**I put seemingly unrelated facts together to form new ideas.**

Score: 2.60

**Action to Take:**

**I use criticism from others to improve myself and learn.**

Score: 2.67

**Action to Take:**

## CT-4

# Contextual Thinking

## Network with people external to the organization.

The goals, aspirations, and general views of external stakeholders in your organization are quite different from one another and are constantly changing. Leaders must understand their external stakeholders. They can do this by taking advantage of every opportunity to regularly consult with all of the following groups:

- 1. Suppliers of physical goods and information**
- 2. Present and past customers** —those acquiring or having acquired goods and/or services (general consumers, international clients, etc.)
- 3. Future customers** —those who might acquire goods and/or services from us
- 4. Secondary customers** —those organizations and businesses that depend on business from our staff (shops, local banks, schools, etc.)
- 5. Shareholders** (group and individual)
- 6. Investors** (pension funds, etc.)
- 7. Unions** and labor associations (and similar collective groups)
- 8. Neighbors** —commercial organizations and residential households that are geographically close to where we operate our business
- 9. Governments** that depend on us to provide a stream of taxes and employment opportunities, and who have the power to reciprocate with tax concessions, relief and exemptions, grants, subsidies, export assistance
- 10. Partners** in joint ventures
- 11. Members** of the same industry—allies, rivals, competitors
- 12. The media** —local, regional, national, international

List four or five stakeholders who are most relevant to your area or business, and ask yourself:

1. What are their current goals or objectives?
2. What do they consider a successful relationship with our organization to be?
3. What are their main frustrations in dealing with our organization?

4. What cooperative opportunities exist for us to work more closely together?

5. How do we open up regular communication/feedback channels?

If you cannot answer these questions, discuss them directly with each of the relevant stakeholders.

RC-12

## Reciprocal Communication

### Check for understanding—yours and others’.

The effective leader always makes sure that everyone on the team has a strong understanding of what is important, what goals are critical to achieve in an overall sense, and what is likely to happen in the near future. The leader wants everyone to be as prepared as possible. The only way to make sure that everyone is up-to-date is to engage in constant communication or use a feedback process that can ensure that the latest information is both given and received.

Consider the following activities to help you build your effectiveness.

1. Always explain how work-unit goals and project goals contribute to the success of the organization.
2. Make sure employees receive a copy of the work unit’s goals, and that they are clear about their role in meeting these goals.
3. Analyze yourself, and know your position on standards. Communicate these standards to your employees.
4. Give timely feedback to any employees who are not meeting expectations.
5. When establishing work goals and expectations with an employee, solicit the employee’s input on his or her view of the work goals and the best strategy for accomplishing them. To the extent possible, build on the employee’s input in establishing expectations.
6. Ask individuals to summarize what has been agreed to so that everybody understands.
7. Create a bulletin board and use it to post project goals and accomplishments to-date.
8. Encourage employees to consult with you if something is holding them back from accomplishing their goals.
9. Ask employees for their concerns in looking to meet your expectations, and adjust if necessary.
10. Meet with individuals on a regular basis to discuss objectives and progress made toward meeting objectives.
11. Consider having an annual off-site meeting with the entire work group to honestly and openly discuss how well standards were met in the past year and to set new standards for the upcoming year.
12. Circulate the highlights of recent activities in your area or department on a monthly basis, and share your objectives and the status of each one.

CO-6

## Change Orchestration

**Discuss how every individual involved in a project will benefit.**

A leader can be dynamic and, at the same time, be ineffective because they try to solve a problem by recreating what was done in the past. “Knee jerk” reactions might be fine in extreme and unpredictable crises, but a problem recurs often because the leader failed to focus on the root cause the first time around. Poor leaders will always come up with a list of ready excuses, such as:

*We can't afford to do anything about it right now.*

*There are far more important things to attend to.*

*I've talked to the department that can do something, but they don't care.*

When a problem or situation requires change, good leaders don't make excuses—they carefully identify and define what can be achieved through consultation with every individual on the team. Once this is done, the leader can propose a course of action that has been evaluated in terms of risk. The team can then set about mitigating these risks. Every individual involved is thus more certain of how they will benefit and will more willingly support the change.

Change orchestration can help the team face up to the risks and develop a plan to deal with them. This ability has to do with how well the leader anticipates and plans for future change, and develops themselves and others to handle it well.

Risk-assessment and change-orchestration strategies and management can be learned and used by every member of a team in far less time than it takes to paper over cracks and make excuses or find people to blame for the problem. The effective leader actually applauds individual or team “mistakes” when they occur: They aren't celebrating failure, but rather celebrating the effort to innovate, do something a little differently, and take reasonable risk.

CA-9

## Creative Assimilation

### Put seemingly unrelated facts together.

In everyday problem-solving and decision-making, there will be times when the solution or the answer is far from obvious. That is when we need a new perspective. Sometimes all we need to make the connections that will give us this new insight is one critical piece of information. It will probably mean sifting through a lot of data, but connections are no doubt there to be discussed.

You can develop the ability to find these seemingly unrelated facts and make connections that are not readily seen by others. It is going to take practice. Start with these activities:

1. Before you begin to try to solve a problem, identify what kinds of information you will need (even if it looks unrelated or irrelevant). Then get it.
2. Spend some time exploring “wild” connections between apparently unrelated factors to see if any relationships are worthy of further detailed consideration.
3. Discuss with other colleagues the data that you collect concerning a problem. Ask them for their assessment of the information.
4. Revisit each major decision more than once to look for trends or patterns in the data that you missed.
5. Hold brainstorming sessions to come up with alternative solutions to problems. Record all ideas without making a judgment of any of them at the outset.
6. Hold workshops to explore different perspectives.
7. Ask others to contribute their ideas. Be willing to listen to and discuss them.
8. List all of the solutions to a problem before you begin to evaluate them one-by-one.
9. To avoid group-think, get members of your work area to regularly research and argue the alternative viewpoint.
10. When presenting information to a group, involve each member of the team as much as you can, so more vocal people don't dominate the group discussion. Be sure every group member expresses his or her views at least once.

EI-6

## Emotional Intelligence

### Use criticism from others to improve and learn.

No one likes criticism, but even the worst criticisms are likely to have a grain of truth in them. If the criticism is constructive and well-intentioned, evaluate it carefully and use it to better yourself.

When you are on the receiving end of criticism, bear the following points in mind:

- 1. Listen to the entire feedback message.** Remain calm, and listen carefully to the whole message, with only minimal interruption. When it is appropriate to do so, ask questions to clarify points or to put anything you do not fully understand into its proper context.
- 2. Don't shoot the messenger!** Take it on trust that the other person is only the carrier of the message. It is the message that is important—not the person delivering it. Respond to what is said and not who is saying it. And don't take it personally.
- 3. Avoid second-guessing.** It is easy to let our minds go to work thinking up other implied or related criticisms that might be added to what you are hearing, or to second-guess where someone is coming from. Try to avoid second-guessing criticism that is not direct, and avoid looking for hidden agendas in the feedback. Think first about the criticism's validity.
- 4. Recognize the importance of the topic.** Accept the fact that if someone has taken the time and energy to offer you feedback, they must have already decided that it is important. They genuinely hope that the criticism changes your attitude or behavior for the better, or they would have kept their comments to themselves. Consequently, you should take their feedback sincerely and seriously at all times, even if you don't agree with it.
- 5. Accept the feedback.** A lot of people respond defensively, even denying or rejecting the feedback-giver's point of view. Remember that *accepting* the criticism does not mean *agreeing* with it. It merely demonstrates that we are prepared to listen as a way to learn more.
- 6. Be open and honest.** It will be hard, but try to honestly and openly accept any feedback or criticism that is fair. If you can, thank the feedback-giver for raising the issue.