

Change Management Effectiveness Self feedback report



Mary Sample

Saturday, January 26, 2002

Introduction

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

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Change Management 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 seven 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 84. 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 seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

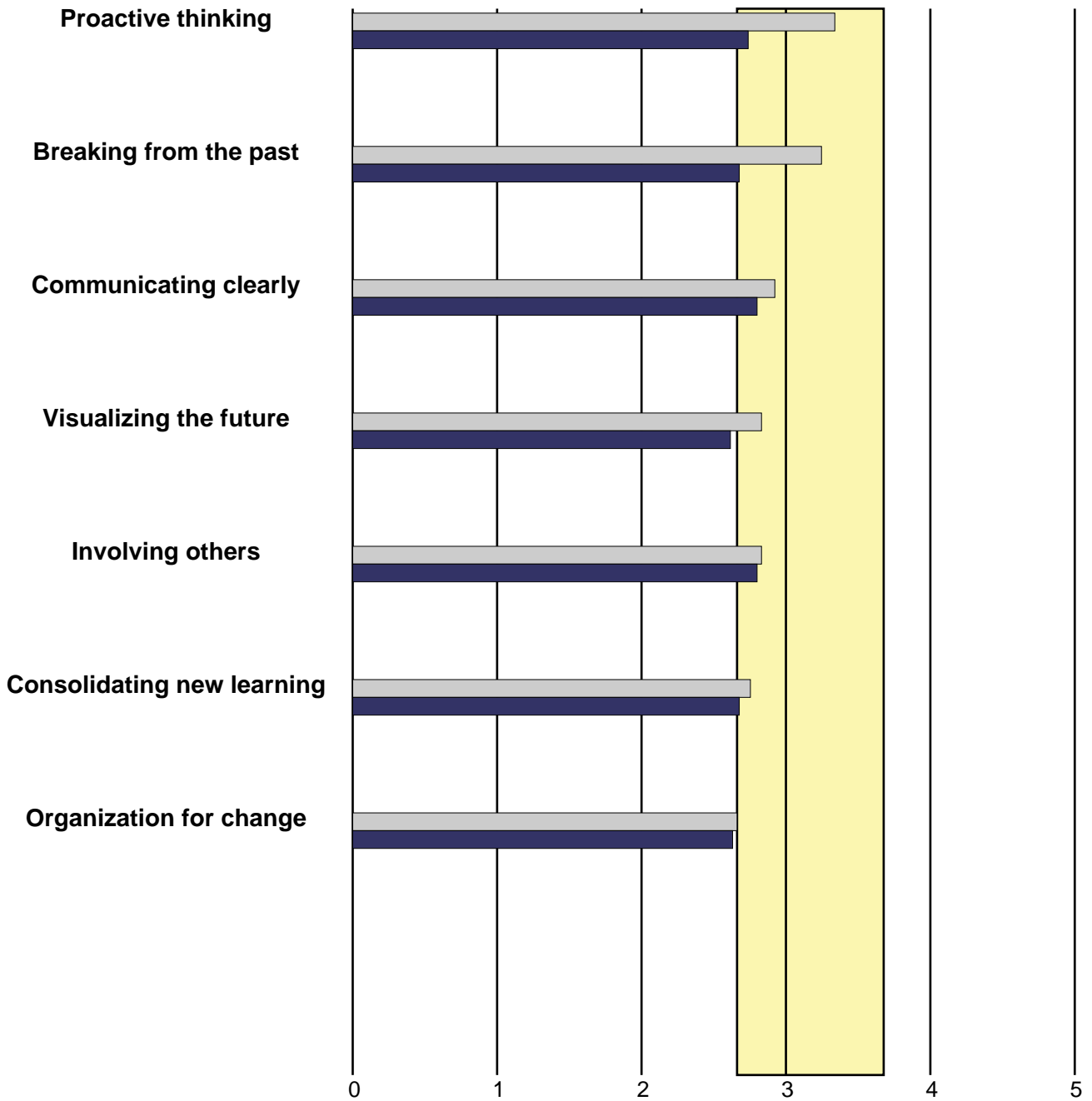
5. Development Plan

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

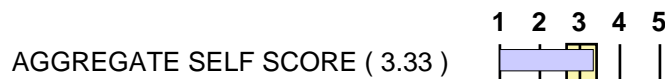
The above chart is sorted in descending order of summary scores. Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

Change Management Effectiveness Profile

PROACTIVE THINKING

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

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual spends little time thinking about and preparing for the future and rarely looks beyond the immediate effect of their actions or decisions. They are also unlikely to 'tune in' closely to what may be happening around them and, therefore, do not worry about whether they are up to date or learning new things.

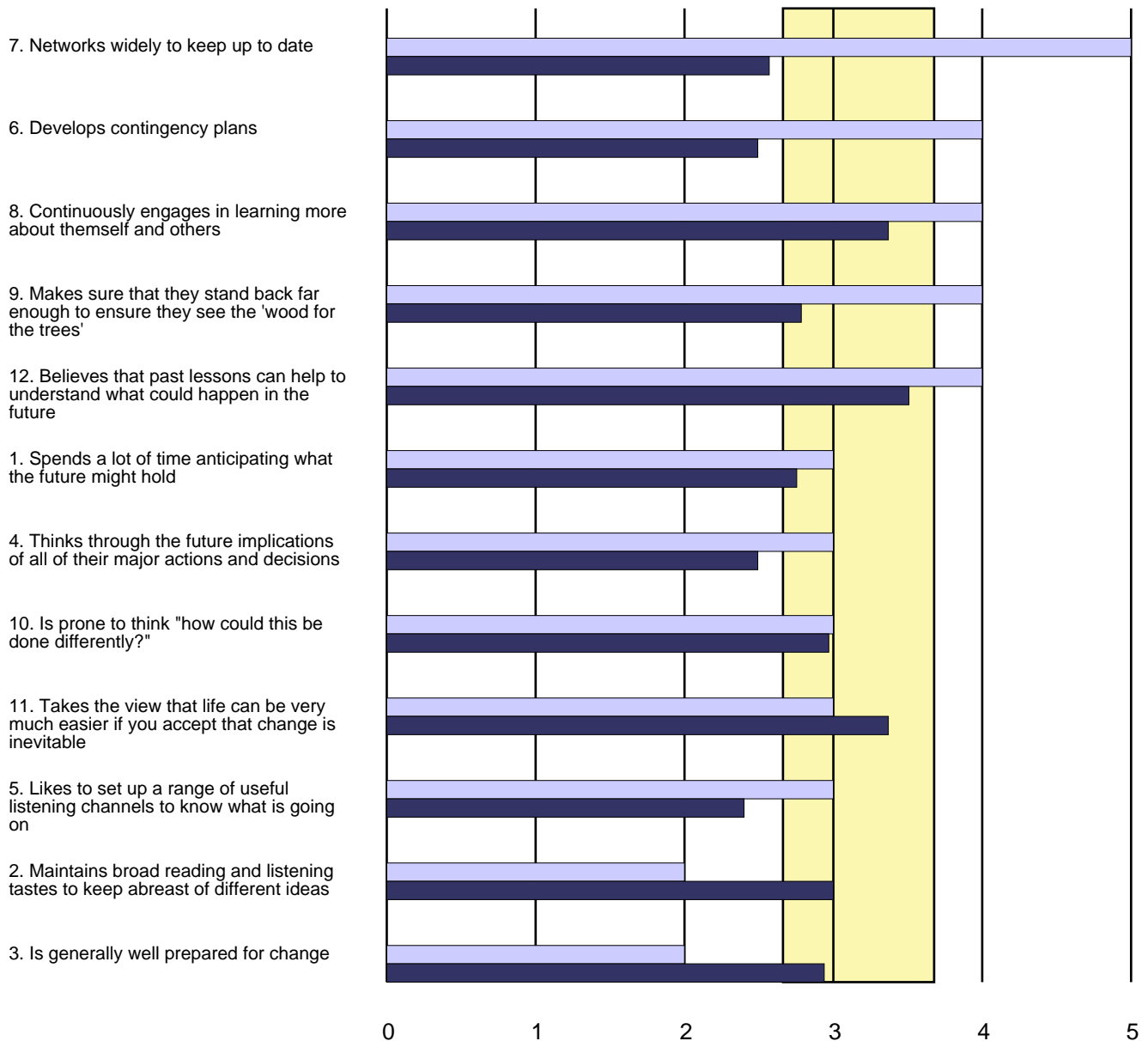
A low score person will be likely to take change 'as it comes' (or is designed by others) and to give themselves limited time to anticipate it and avoid being taken by surprise. Low score individuals may also rely heavily on past experience and their capacity to hopefully think quickly on their feet when they become caught up in change activities and initiatives.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is generally someone that takes change in their stride and commits a fair amount of their time to thinking about the future and what could happen. They may also look broadly for clues or guidelines from their current experience that may be usefully applied to what could happen in the future.

A high score person will be likely to actively engage in constant information networking and personal learning to keep themselves up to date and alert for any significant changes from 'normal' routine. High scorers may also initiate change to the way that some things are done, to increase efficiency or effectiveness, rather than to wait until major structural (and possibly more painful) change may become necessary.

Change Management Effectiveness Profile PROACTIVE THINKING



Self
 Norm

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Change Management Effectiveness Profile

PROACTIVE THINKING

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

Improvement actions

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

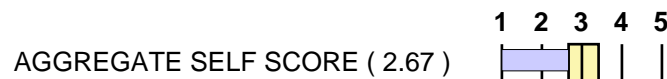
Proactive thinking	<ul style="list-style-type: none">-Design in some quality time to think about the future and possible change that could occur.-Generate a range of possible scenarios and write down what might need to change now to avoid a problem or capitalize on an opportunity.-When significant events or situations occur try to anticipate what could happen-Plan how you might respond positively to new or unusual experiences.-Look to network with a wide range of people to actively keep up to date and 'ahead of the game'
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Change Management Effectiveness Profile

ORGANIZATION FOR CHANGE

Organization for change looks at the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. This category asks the question "How effectively do you build a well structured and comprehensive plan to ensure that you are ready to respond to change positively, as far as you are able?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual spends insufficient time in planning for change or organizing themselves or others in sufficient time to make it easier to handle. Change is therefore likely to be managed randomly and haphazardly as one amorphous event rather than breaking it down and managing it in logical component parts.

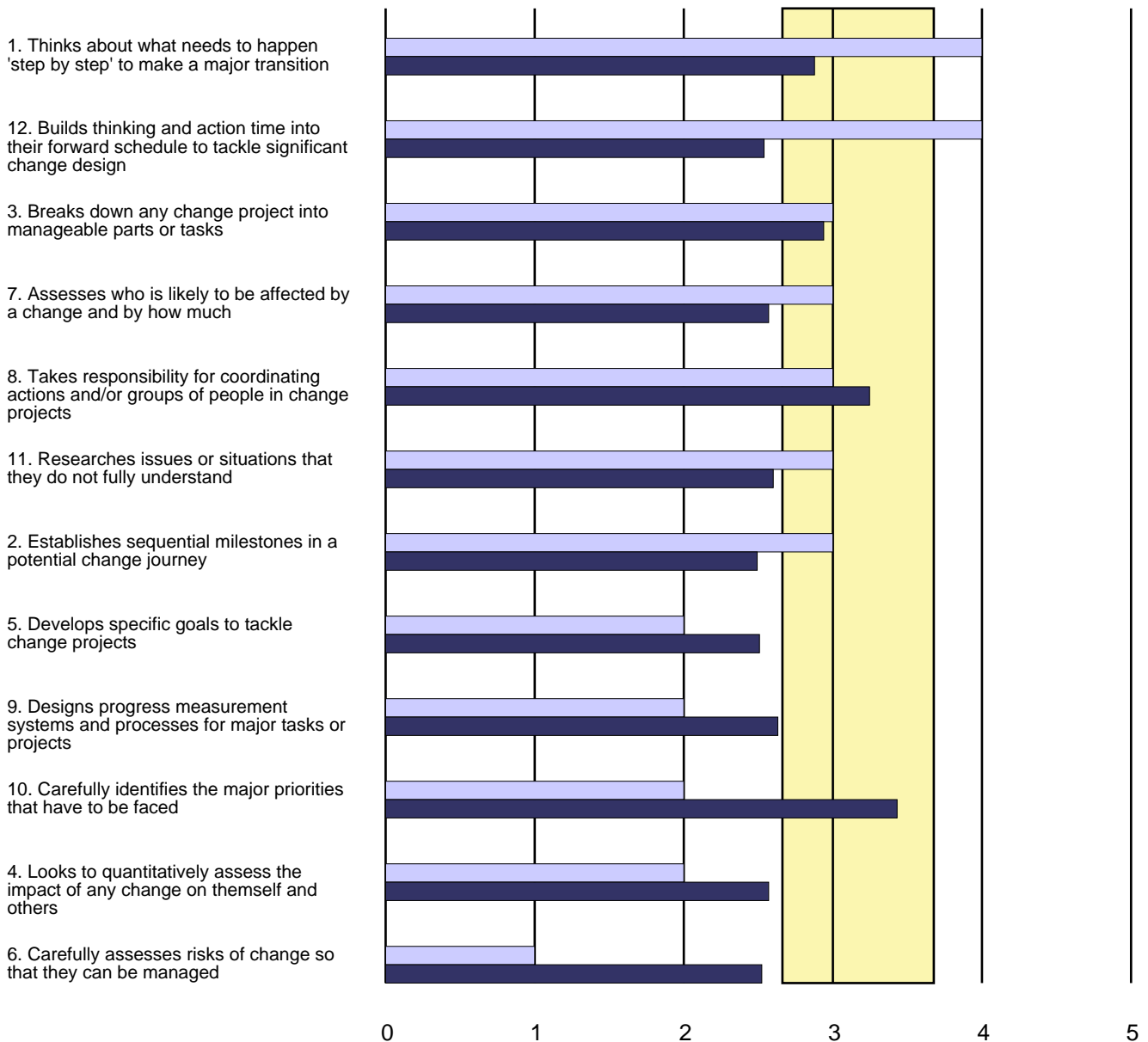
A low score person will be likely to manage change 'just in time' as it arises without the benefit of any preparation or organized approach or system to tackle it. This means that they will probably let the change manage themselves and others for whom they may be responsible, rather than to take firm control to manage and organize it."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is usually extremely well prepared for change, both personally and on a wider organizational scale. This usually means that they see minor and major change as an 'event' or a project to plan and manage in a systematically and coordinated way, using any organizational tools that are appropriate.

A high score person will be likely to use a range of different organizational tools and methods as necessary when change first appears on the horizon. They are therefore likely to develop specific plans, goals and milestones and to organize for and on behalf of those around them."

Change Management Effectiveness Profile ORGANIZATION FOR CHANGE



Self
 Norm

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Change Management Effectiveness Profile

ORGANIZATION FOR CHANGE

Organization for change looks at the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. This category asks the question "How effectively do you build a well structured and comprehensive plan to ensure that you are ready to respond to change positively, as far as you are able?"

Improvement actions

The low scorer needs to be much more systematic in being more organized for change at the earliest possible opportunity. To do this they should ideally use a range of organizing tools and methods to assist themselves and others to tackle a variety of change situations. This may include checklists, prioritization sheets, forward planning event charts, diary systems, project planning techniques, risk assessment systems and other similar tools.

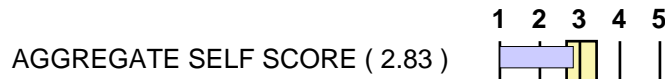
Organization for change	<ul style="list-style-type: none">-Think about every reasonably significant change as a project (like moving house or launching a new advertising campaign).-Develop a written plan to include contingencies, milestones and measures for each of your more significant projects-Think about how you will organize yourself, other people and resources to cope day to day and week by week.-Carefully assess the risks that you foresee before each significant change event or project takes place (or occurs).-Spend quality time looking ahead so as to be as prepared for change or as 'un-surprised' as possible when it occurs.
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Change Management Effectiveness Profile

INVOLVING OTHERS

Involving others looks at the success of your efforts to talk and consult with others, to both gain and impart useful information. This category asks the question "How well do you network with people to understand or learn about their feelings and to give and solicit ideas about handling the change?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual rarely engages others in conversation about change (either when it arises or before it occurs as an anticipatory action). They are therefore more likely to tackle change of any sort by themselves and with little input (or even interest) in how others are tackling or handling it.

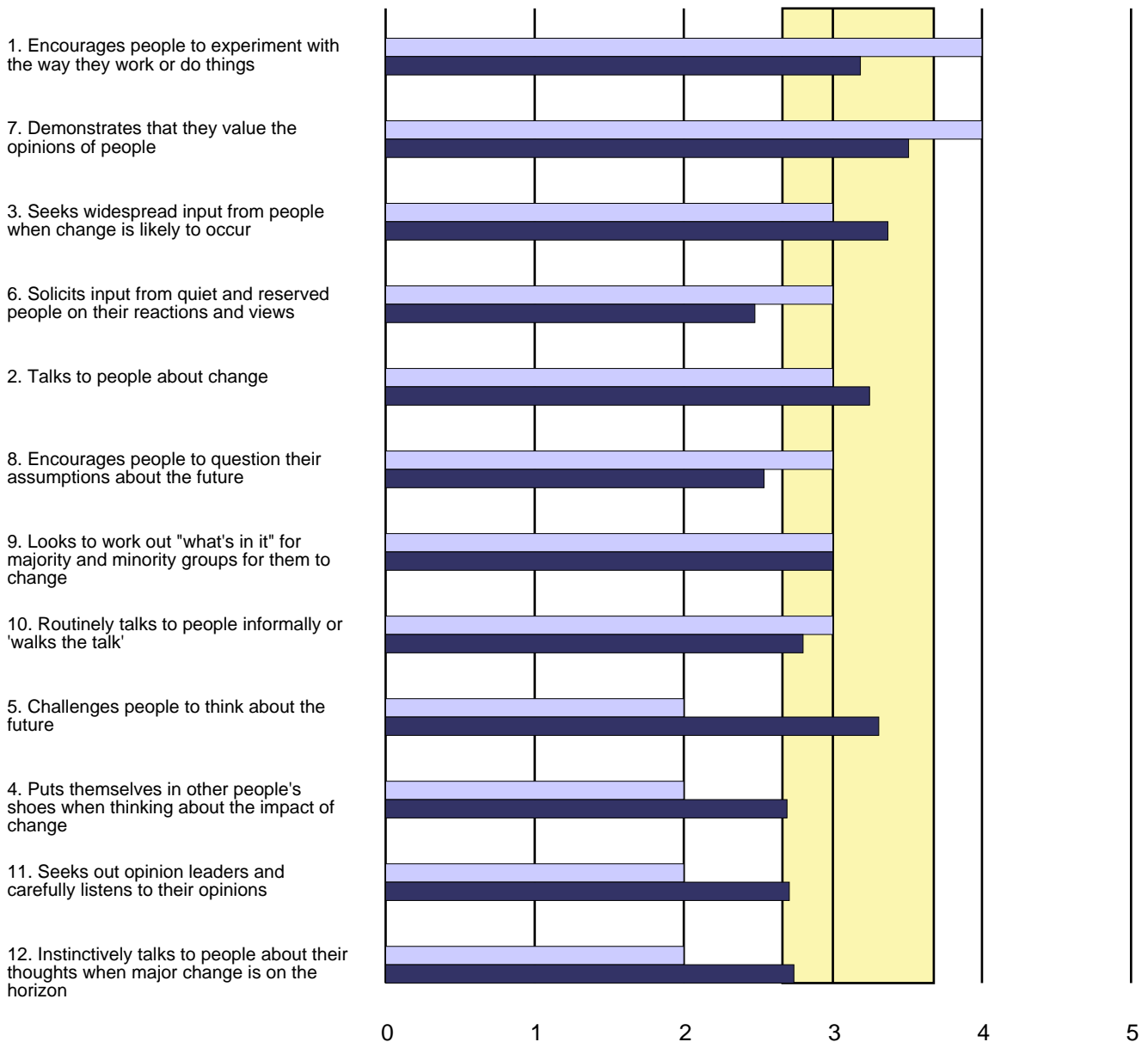
A low score person will be likely to be something of a hostage to their own personal and individual experience and thinking when change arises and adopt a lone attitude or even a 'look after myself first' approach. They may therefore not seek to gain the input of others and not offer any advice, unless it is specifically requested."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual almost instinctively looks to involve other people in their thoughts and actions as soon as a change becomes apparent. This entails not only them talking with others about known change but inviting individuals and groups to think about future potential change and its various impacts.

A high score person will be likely to see other people's opinions, experience and skills as a 'resource pool' from which the best ideas on how to tackle change can be drawn and shared. As a result, they will both offer their own ideas or thoughts widely and invite widespread comment and input from others."

Change Management Effectiveness Profile INVOLVING OTHERS



Self
 Norm

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Change Management Effectiveness Profile INVOLVING OTHERS

Involving others looks at the success of your efforts to talk and consult with others, to both gain and impart useful information. This category asks the question "How well do you network with people to understand or learn about their feelings and to give and solicit ideas about handling the change?"

Improvement actions

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

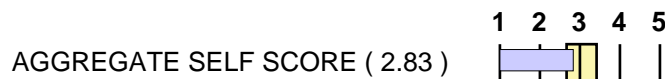
Involving others	<ul style="list-style-type: none">-Look to build relationships with people that are open and generous of their time to talk-Ask people about their ideas and suggestions about how to tackle changes.-Start to offer a few ideas and thoughts of your own (where you have experienced success)-Solicit input from as many varies people as you can (especially the more reserved ones) to gain a better appreciation of reactions to change-Seek to regularize this informal exchange process as part of your daily schedule.
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Change Management Effectiveness Profile

VISUALIZING THE FUTURE

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

1 = almost never, 5 = almost always.



Interpretation

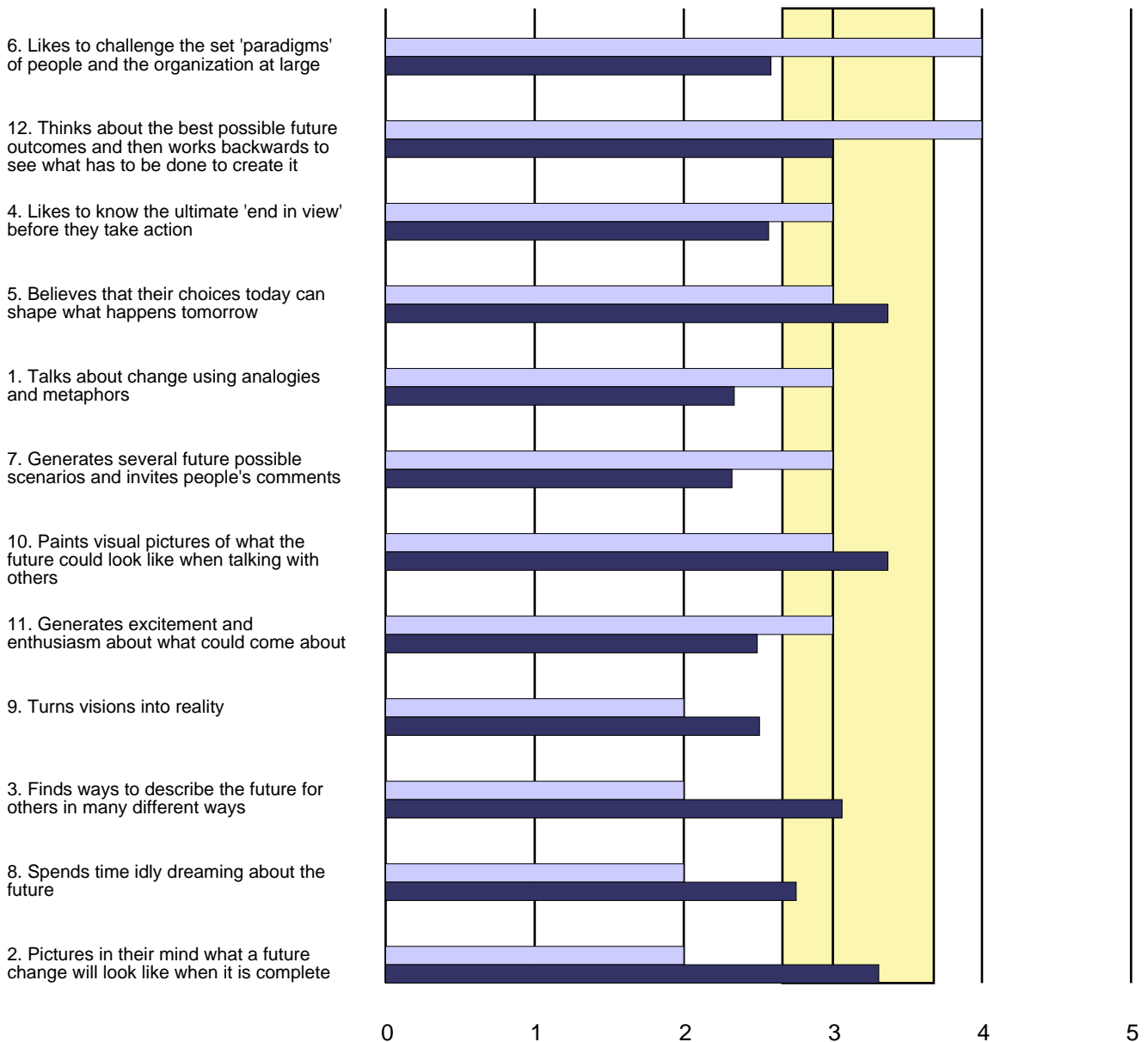
LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual lives mainly in the present and spends little time in thinking about how the future might be better or worse as changes arise. They may also feel that their capacity to shape the future is limited or constrained and therefore spend little or no time in discussing or describing what it could look like to others. A low score person will be likely to focus on today most of the time and avoid thinking about tomorrow or the long-term consequences of what they see changing around them. They will therefore generally adopt a very short-term perspective and mainly only extrapolate from existing realities or what they see to be concrete and practical experience."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual has an inherent ability to picture or generate a range of different futures and look to describe them to individuals and groups in a way that influences their actions today in order to help shape tomorrow. A high score person will be likely to engage people in conversation about the future and possible changes that could occur and even generate creative scenarios that could come about if current actions or practice were changed (or people adopted different strategies today)."

Change Management Effectiveness Profile VISUALIZING THE FUTURE



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Improvement actions

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

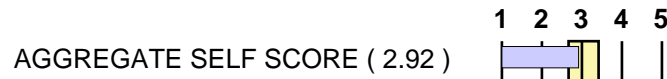
<p>Visualizing the future</p>	<ul style="list-style-type: none"> - Regularly enthuse about the future and highlight the opportunities to do things in new, better and more interesting ways. - Sketch or draw your vision of the future on regular occasions or find time to close your eyes and think about what tomorrow could be like. - Having done this, work backwards to list all the things that would have to be initiated now or in the short term to help this vision become a possible reality. - Develop a list of future steps in sequence that would need to be taken to achieve your ultimate goals or aims. - Use analogies and metaphors to describe what you think the future could look like to capture people's imagination in different and interesting ways.
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Change Management Effectiveness Profile

COMMUNICATING CLEARLY

Communicating clearly looks at your efforts to describe change in simple language and in understandable and appealing ways for every individual and change stakeholder group. This category asks the question "How plainly do you make yourself understood in talking about change at every level?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you tend to either keep your comments mostly to yourself in change situations or accept this communication or poor communication as the inevitable consequence of the change process, and people's willingness to give and receive too much gossip and rumor.

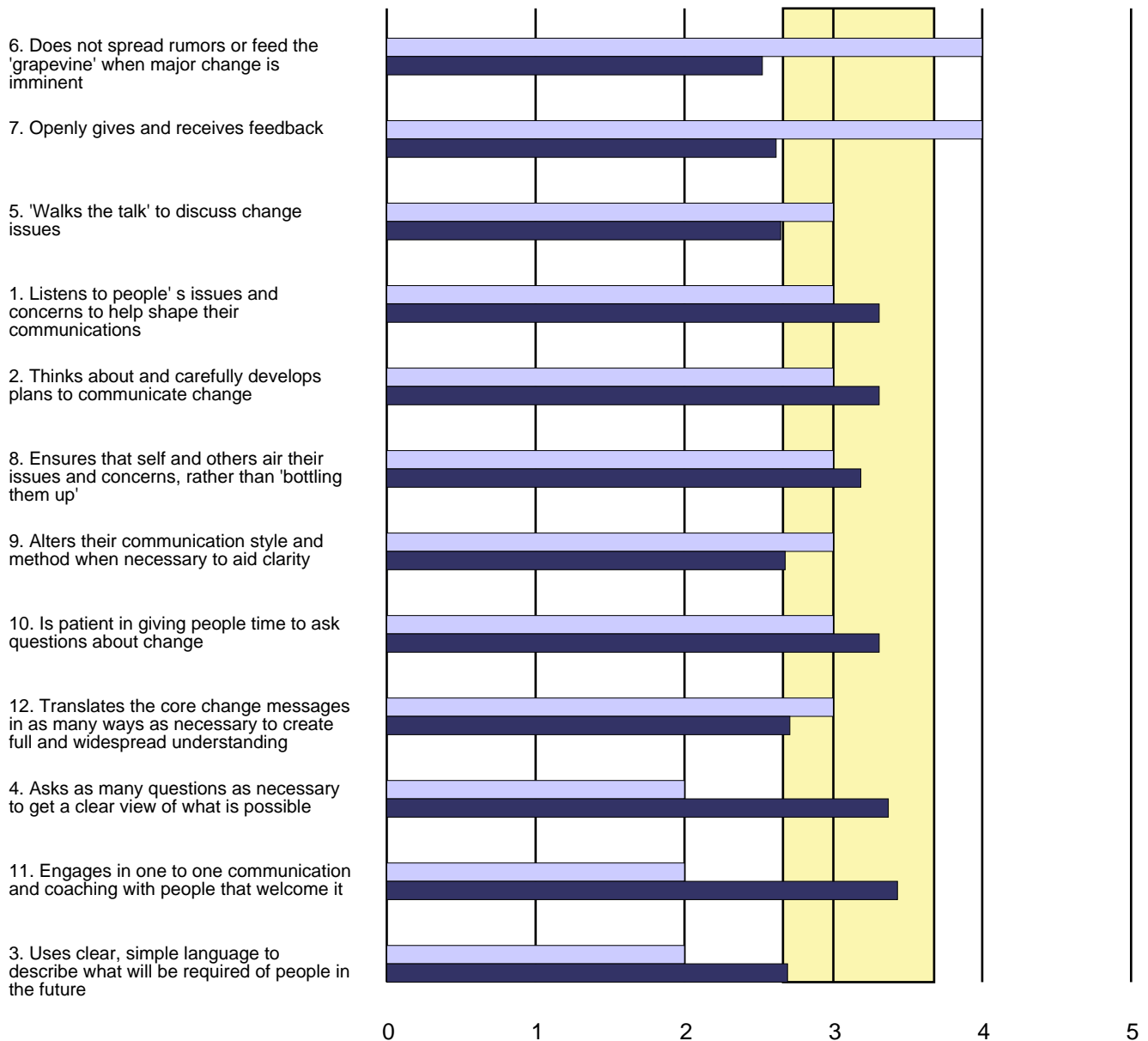
A low score person will be likely to communicate in an unclear way to others and with little in the way of forward planning or consideration of their audience. They also may not vary or translate what they do communicate to help others to understand the changes that they may be facing, and thereby create confusion or a realm of misinformation."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that you see communication as the primary means by which people can arrive at the best solutions to manage the changes that they face. As such, you will see communication as the 'oil' in the change mechanism and spend a lot of time both talking and listening as widely as you can.

A high score person will be likely to engage in a wide variety of communication 'events' using a variety of means to ensure that people understand as much as possible and to ensure that misapprehensions are kept to an absolute minimum. They will therefore spend a considerable amount of time in both transmitting their messages in a variety of ways and in listening for feedback to hone their communication."

Change Management Effectiveness Profile COMMUNICATING CLEARLY



Self
 Norm

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Change Management Effectiveness Profile

COMMUNICATING CLEARLY

Communicating clearly looks at your efforts to describe change in simple language and in understandable and appealing ways for every individual and change stakeholder group. This category asks the question "How plainly do you make yourself understood in talking about change at every level?"

Improvement actions

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

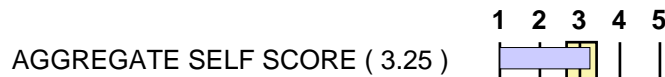
Communicating clearly	<ul style="list-style-type: none">-Practice writing or presenting what is important for people to understand about a future change on one piece of paper before reading it out aloud, (to the mirror, your family or even a pet if you have no-one else to listen).-Think about the different audiences that will receive your message and how it might need to be adapted and sent in different ways to make it entirely clear.-Carefully monitor rumors or gossip so as to feed the right information to people whenever necessary.-Translate any information that may be complex or confusing so that every individual can readily understand it.
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Change Management Effectiveness Profile

BREAKING FROM THE PAST

Breaking from the past looks at the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and towards the benefits of the 'new order or world'. This category asks the question "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"

1 = almost never, 5 = almost always.



Interpretation

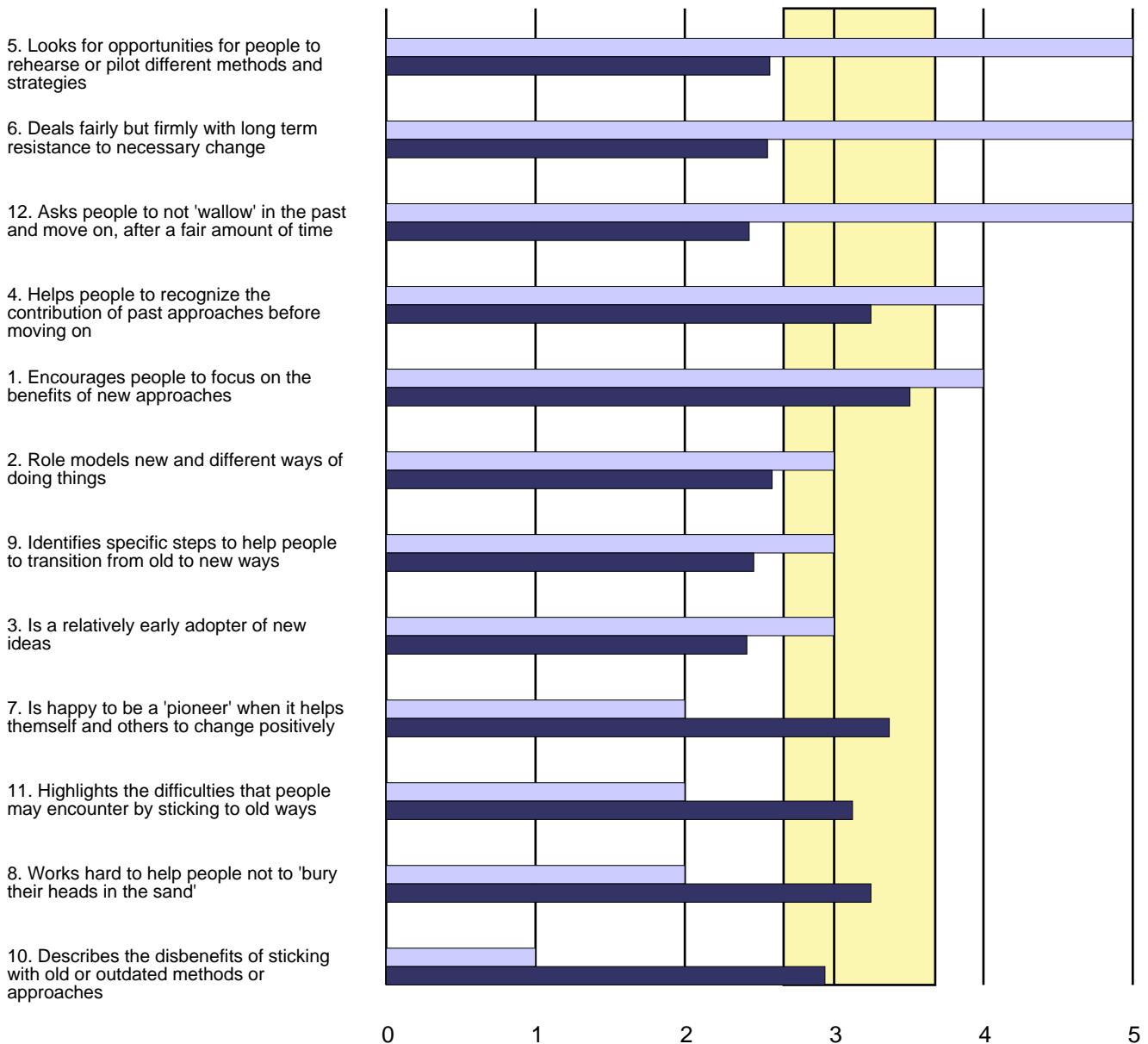
LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual allows people to stick with the old or traditional approaches for much too long when change is suggesting a different and better way. In addition, they may personally show visible concern about future change and therefore quietly wait until others have gone first, before they will follow them. A low score person will be likely to let people stick to their past practices regardless of whether or not this is in their long term best interests. In addition, you may openly resist change for your own personal reasons and therefore, slow the transitional process down until others have 'tested' the ground and proven that the 'new' way has been proved to be better."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is generally comfortable to be a role model for others in adopting new practices and methods or even pioneering a new approach to encourage people to follow. In addition, they will seek to encourage people to make the transition and leave their old ways behind them, sometimes doing so firmly, when this is necessary. A high score person will be likely to accept that there is always scope and opportunity to improve upon past practice or approaches and to adopt change at a reasonably early opportunity. Furthermore, they are likely to encourage others to see the disbenefits of sticking with the old ways and be a firm advocate for the benefits associated with the new way."

Change Management Effectiveness Profile BREAKING FROM THE PAST



Self Norm

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Change Management Effectiveness Profile

BREAKING FROM THE PAST

Breaking from the past looks at the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and towards the benefits of the 'new order or world'. This category asks the question "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"

Improvement actions

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

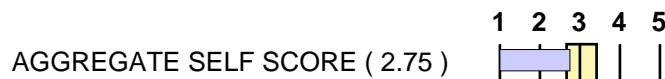
Breaking from the past	<ul style="list-style-type: none">-Look to draw up very early comparisons of past and future approaches or practices and once the evidence that the new way is better or clearer-Develop different ways to describe the dis-benefits of the old and the value of the new ways.-Firmly but fairly lead people to talk about new changes, rather than to ignore them or criticize them gratuitously.-If possible, find a visible way to be a role model for others to accept new change willingly.
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Change Management Effectiveness Profile

CONSOLIDATING NEW LEARNING

Consolidating new learning looks at the extent to which you actively engage in personal learning and offer to coach others in handling change by taking the 'plunge' in a 'safe' environment. This category asks the question "How well do you create an environment in which people feel comfortable that they can take on or learn new skills and behaviors without fear or trepidation?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual generally remains uncomfortable with new practices personally and offers little or no help to others to assist them in coping with changes (or in successfully climbing their learning curve to feel positive and comfortable as quickly as they can).

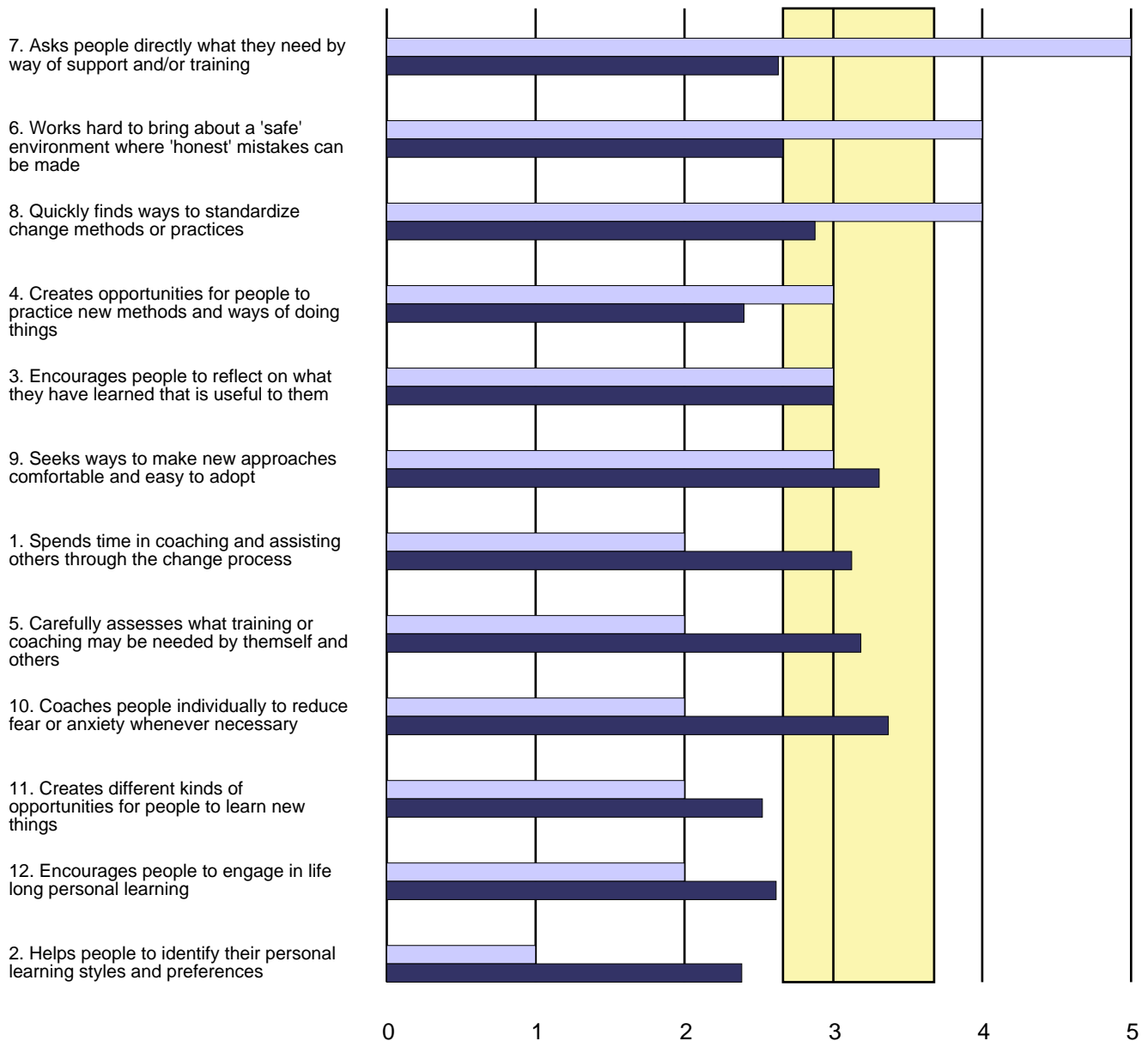
A low score person will be likely to let people get on with new practices with little or no support and offering insufficient opportunity to practice new skills, learn new behaviors or to reduce fear or anxiety through coaching, training, practice or any other means."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is adept at convincing both themselves and those around them to become comfortable with the changed practices and methods they face. This is done through increased levels of self-awareness and on-going learning, and by making it easier to practice new ways or new skills.

A high score person will be likely to design and offer a range of intervention strategies to assist people in understanding the change around them and in adopting new practices in a way that makes it as easy as possible for them. This is likely to include as much coaching, instruction, practice and learning opportunity as necessary."

Change Management Effectiveness Profile CONSOLIDATING NEW LEARNING



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Improvement actions

Low scorers need to give others the regular help necessary to come to terms with change, and time to learn about themselves and their ability to cope by making the environment as 'safe' or as easy as they can. This means thinking about individual or group reactions and coming up with learning strategies and tactics that work for them and help to quickly stretch people to independent success.

Consolidating new learning	<ul style="list-style-type: none">-When planning any change transition, design and develop progressive opportunities for people to gently take on new practices or behaviors-Make sure that people do not feel coerced or 'jettisoned' too quickly to the point where they become uncomfortable and fail to standardize and learn to cope by themselves.-Create opportunities for people to pilot, practice, test or experience a change in a limited way to help them come to terms with it on a wider scale in the future.-Evangelize to people about the benefits of continual learning and broadening the mind.
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THE '10/10' REPORT

Top 10 development needs

		scores
Breaking from the past	10. Describes the disbenefits of sticking with old or outdated methods or approaches	1.0
Consolidating new learning	2. Helps people to identify their personal learning styles and preferences	1.0
Organization for change	6. Carefully assesses risks of change so that they can be managed	1.0
Visualizing the future	2. Pictures in their mind what a future change will look like when it is complete	2.0
Visualizing the future	3. Finds ways to describe the future for others in many different ways	2.0
Visualizing the future	8. Spends time idly dreaming about the future	2.0
Visualizing the future	9. Turns visions into reality	2.0
Involving others	11. Seeks out opinion leaders and carefully listens to their opinions	2.0
Involving others	12. Instinctively talks to people about their thoughts when major change is on the horizon	2.0
Organization for change	4. Looks to quantitatively assess the impact of any change on themselves and others	2.0

Top 10 strengths

Breaking from the past	6. Deals fairly but firmly with long term resistance to necessary change	5.0
Breaking from the past	12. Asks people to not 'wallow' in the past and move on, after a fair amount of time	5.0
Consolidating new learning	7. Asks people directly what they need by way of support and/or training	5.0
Proactive thinking	7. Networks widely to keep up to date	5.0
Breaking from the past	5. Looks for opportunities for people to rehearse or pilot different methods and strategies	5.0
Breaking from the past	4. Helps people to recognize the contribution of past approaches before moving on	4.0
Visualizing the future	12. Thinks about the best possible future outcomes and then works backwards to see what has to be done to create it	4.0
Breaking from the past	1. Encourages people to focus on the benefits of new approaches	4.0
Proactive thinking	8. Continuously engages in learning more about themselves and others	4.0
Proactive thinking	9. Makes sure that they stand back far enough to ensure they see the 'wood for the trees'	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.

Organization for change

Organization for change looks at the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. This category asks the question "How effectively do you build a well structured and comprehensive plan to ensure that you are ready to respond to change positively, as far as you are able?"

Course Suggestions

- Change management strategy
- Organizational skills
- Project management
- Delegation skills
- Strategic planning
- Contingency planning

Reading Suggestions

- The change management toolkit, Gary Starke, Dutch Holland, Bill Rogers and Diane Landon, 1999
- Control your destiny or somebody else will, Noel Tichy and Stratford Sherman, 1999
- Lightning in a bottle-proven lessons for leading change, David Baum, 2000
- Navigating change, Donald Hambrick and David Nadler (Eds) 1997
- Leading change, John Kotter, 1996

Other Suggestions

- Start to mentally plan different likely future scenarios for which preparation now would make life considerably easier in the future
- 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

Consolidating new learning

Consolidating new learning looks at the extent to which you actively engage in personal learning and offer to coach others in handling change by taking the 'plunge' in a 'safe' environment. This category asks the question "How well do you create an environment in which people feel comfortable that they can take on or learn new skills and behaviors without fear or trepidation?"

Course Suggestions

- Building the Learning organization
- Learning styles
- Transfer of training
- Effective coaching skills
- Mentoring others

Reading Suggestions

- The dance of change, Peter Senge, 1999
- Working knowledge: How organizations manage what they know, Thomas Davenport and Lawrence Prusak, 1997
- The circle of Innovation, Tom Peters, 1997
- The knowledge of evolution-expanding organizational intelligence, Verna Allee, 1997
- On organizational learning, Chris Argyris, 1999

Other Suggestions

- Undertake the 'learning styles' questionnaire (also published by Team Publications)
- 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: Describes the disbenefits of sticking with old or outdated methods or approaches		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Helps people to identify their personal learning styles and preferences		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Carefully assesses risks of change so that they can be managed		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Pictures in their mind what a future change will look like when it is complete		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Finds ways to describe the future for others in many different ways		2.0	N/A	N/A
Action to Take:	Target Date:			