

**Jon Warner**

**Leadership Effectiveness  
360° feedback report**

**Monday, 17 December 2001**

**Private & confidential**

# 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. Free form comments

Any comments offered by individuals are presented in each of the eight categories using the headings of KEEP, STOP and START.

## 6. Development Plan

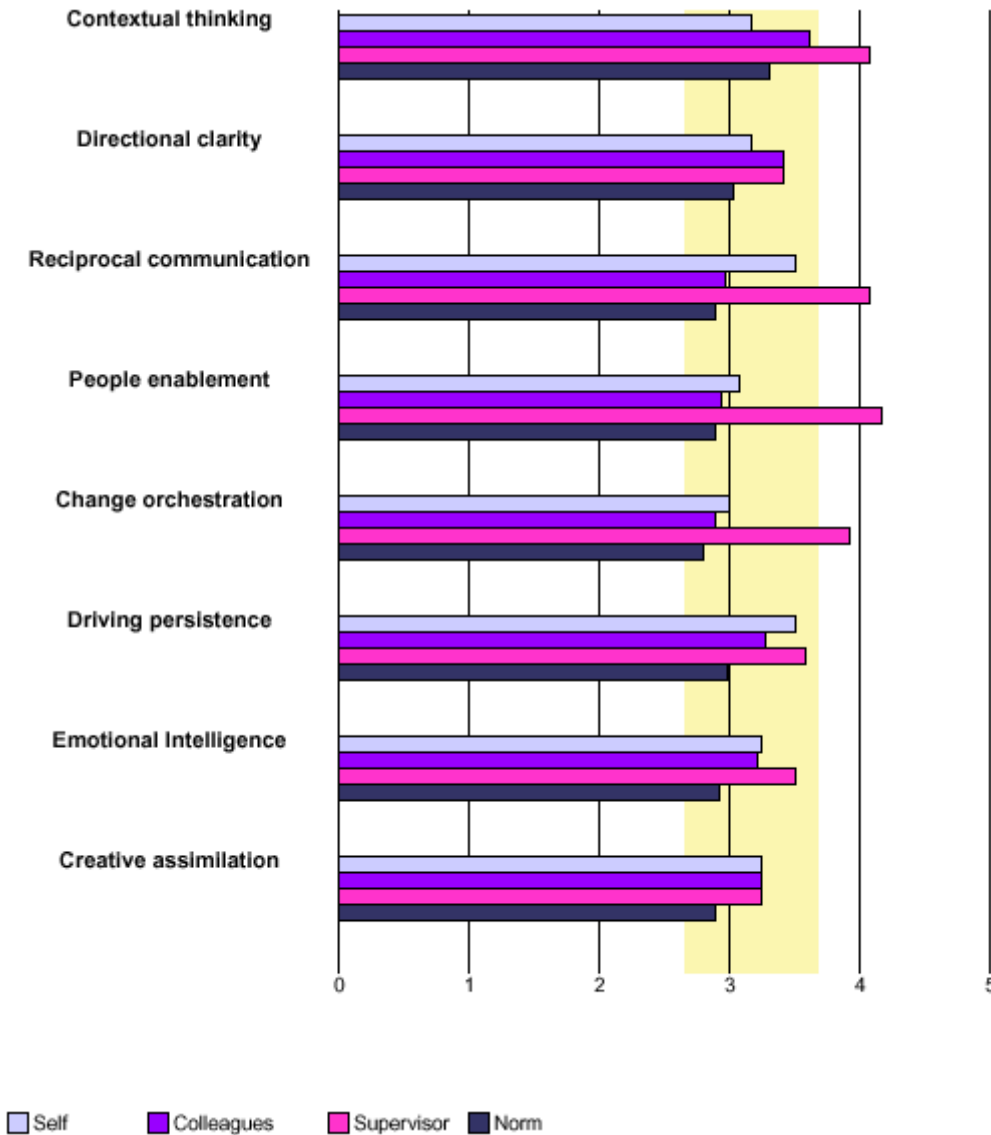
The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general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

## 7. 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



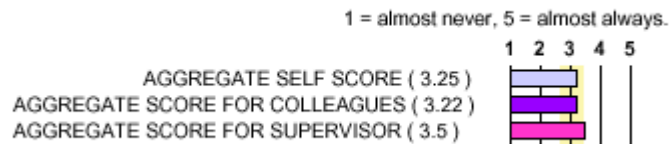
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## Leadership Effectiveness Profile

### 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?"



### 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.

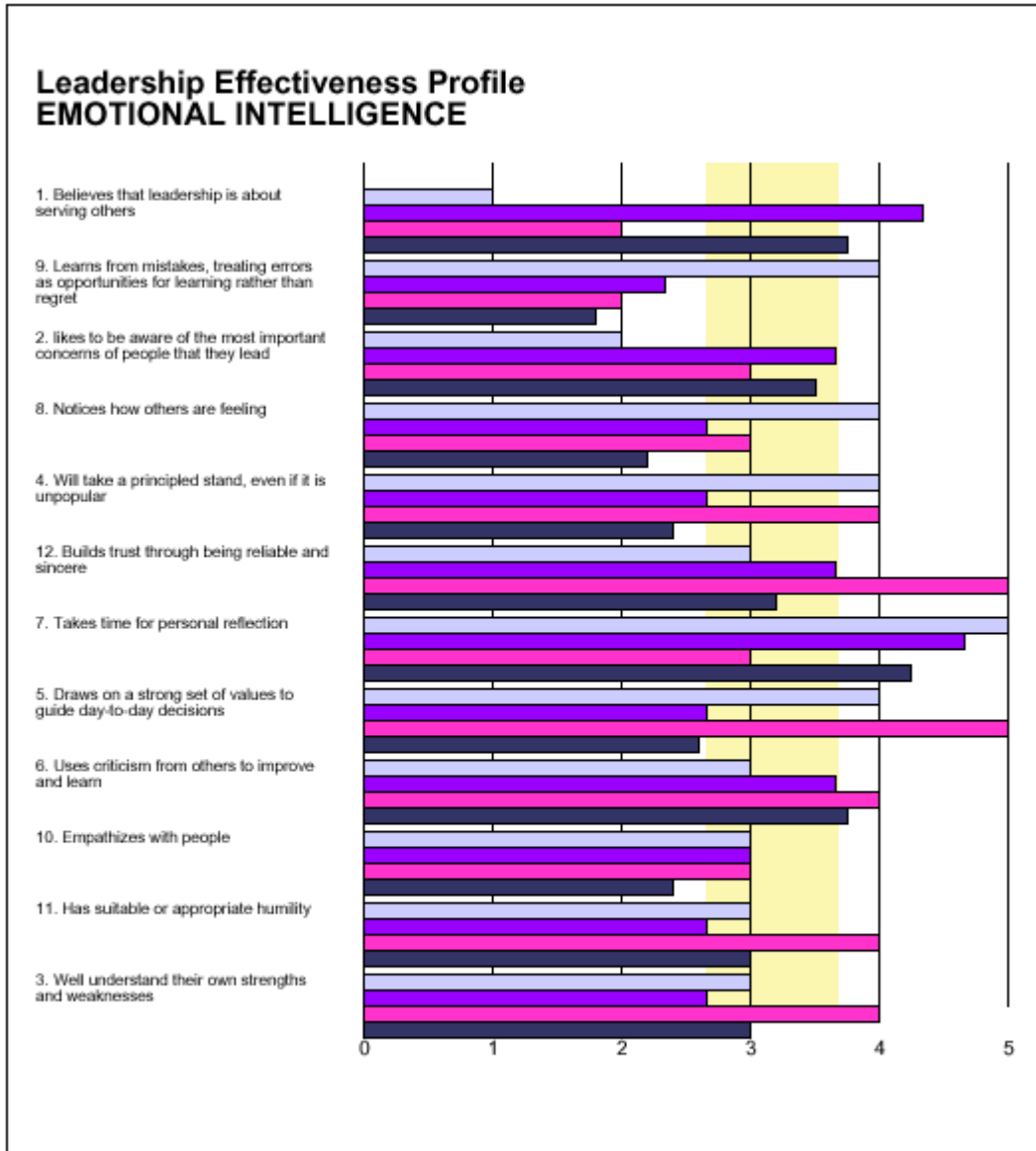
However, if they do, they prefer to manage systems or resources in preference to people directly.

A low score person will be likely to lead others by 'the book' rather than to rely on their own judgment 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.



■ Self    
 ■ Colleagues    
 ■ Supervisor    
 ■ Norm

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### Improvement actions

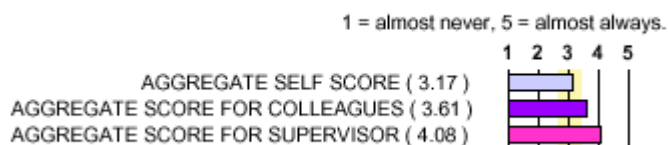
The low scorer needs to think much more deeply about their own personal style and way of operating, and recognize that it can always be improved or adjusted to suit the styles or responses of people that may be very different to yourself. Being self-critical and recognizing your own shortfalls is no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

<b>Emotional Intelligence</b>	<ul style="list-style-type: none"><li>• Think deeply about your own personal values and share them with your colleagues</li><li>• Gather the opinions or views of people around you (your supervisor, peers, and team members)</li><li>• Take time to quietly reflect upon how you are perceived and how you personally feel about the feedback.</li><li>• Look to use the feedback to plan how you might modify your behaviour (building on the positives and lessening or eliminating the negatives).</li><li>• Think about what you might be able to do to serve your fellow colleagues and team members more effectively</li></ul>
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## 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?"



### Interpretation

#### LOW (less than 2.75)

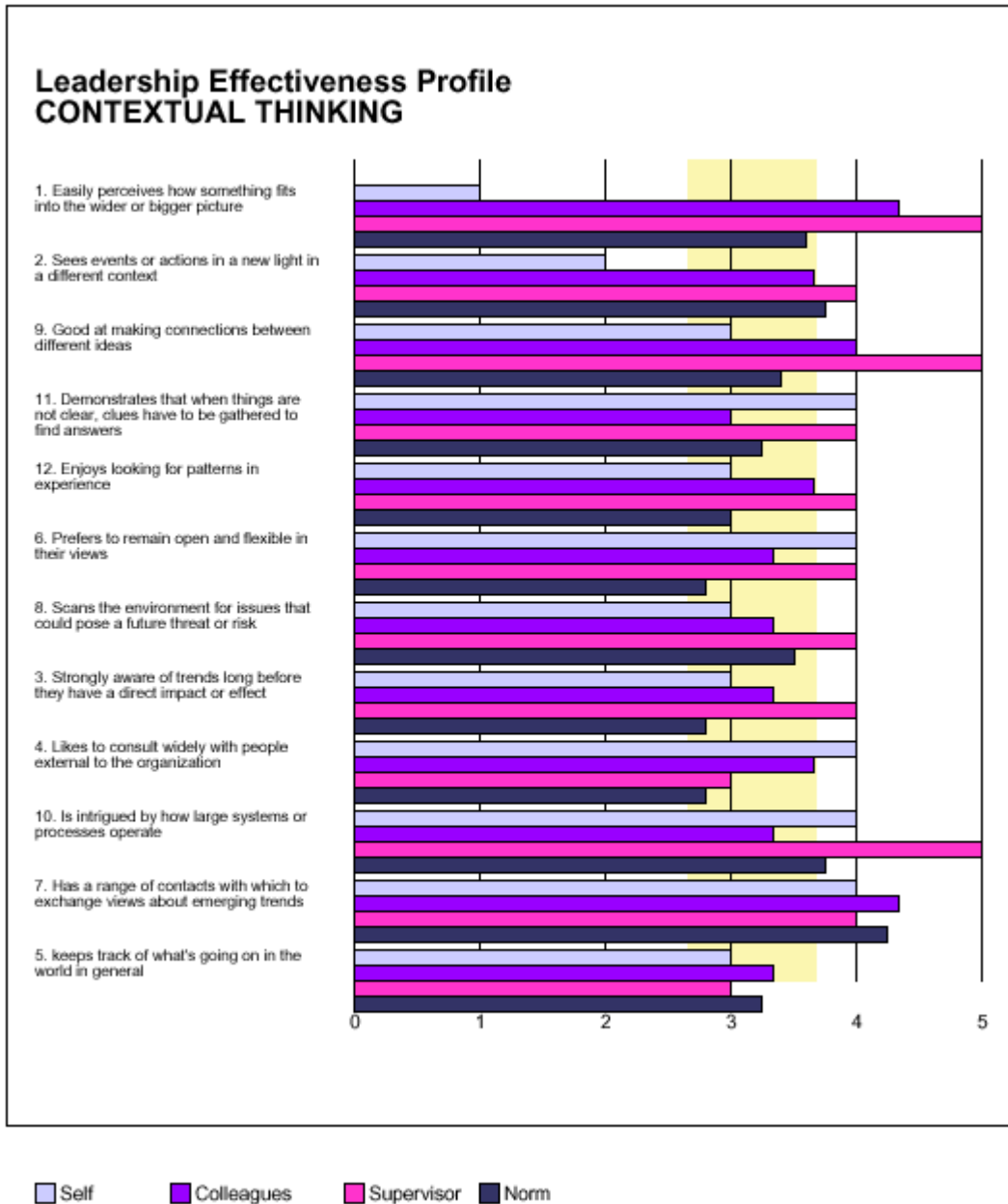
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you may often miss the possible connections between occurrences or events, or to be confused or bemused by some situations that you encounter. Such individuals prefer to focus analytically on how things 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.



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### Improvement actions

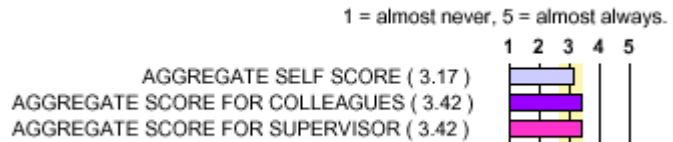
Low scorers need to engage in more techniques and methods to develop their ability to contextually think more effectively and creatively. This might include 'lateral' thinking, engaging in brainstorming exercises or asking the question 'why' frequently. They may also become more proficient in doing crosswords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

<b>Contextual thinking</b>	<ul style="list-style-type: none"><li>• Aim to see beyond the immediate issue or situation or problem by trying to establish a context or a clear 'frame of reference'.</li><li>• 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.</li><li>• Read widely to look for broad trends and patterns between events, situations, communications, actions etc.</li><li>• Build a network of contacts outside the organization that can help you to keep up to date and in touch with the latest thinking.</li><li>• Whenever you don't understand or want to know more, openly ask why, and keep doing so as often as necessary.</li></ul>
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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?"



## Interpretation

### LOW (less than 2.75)

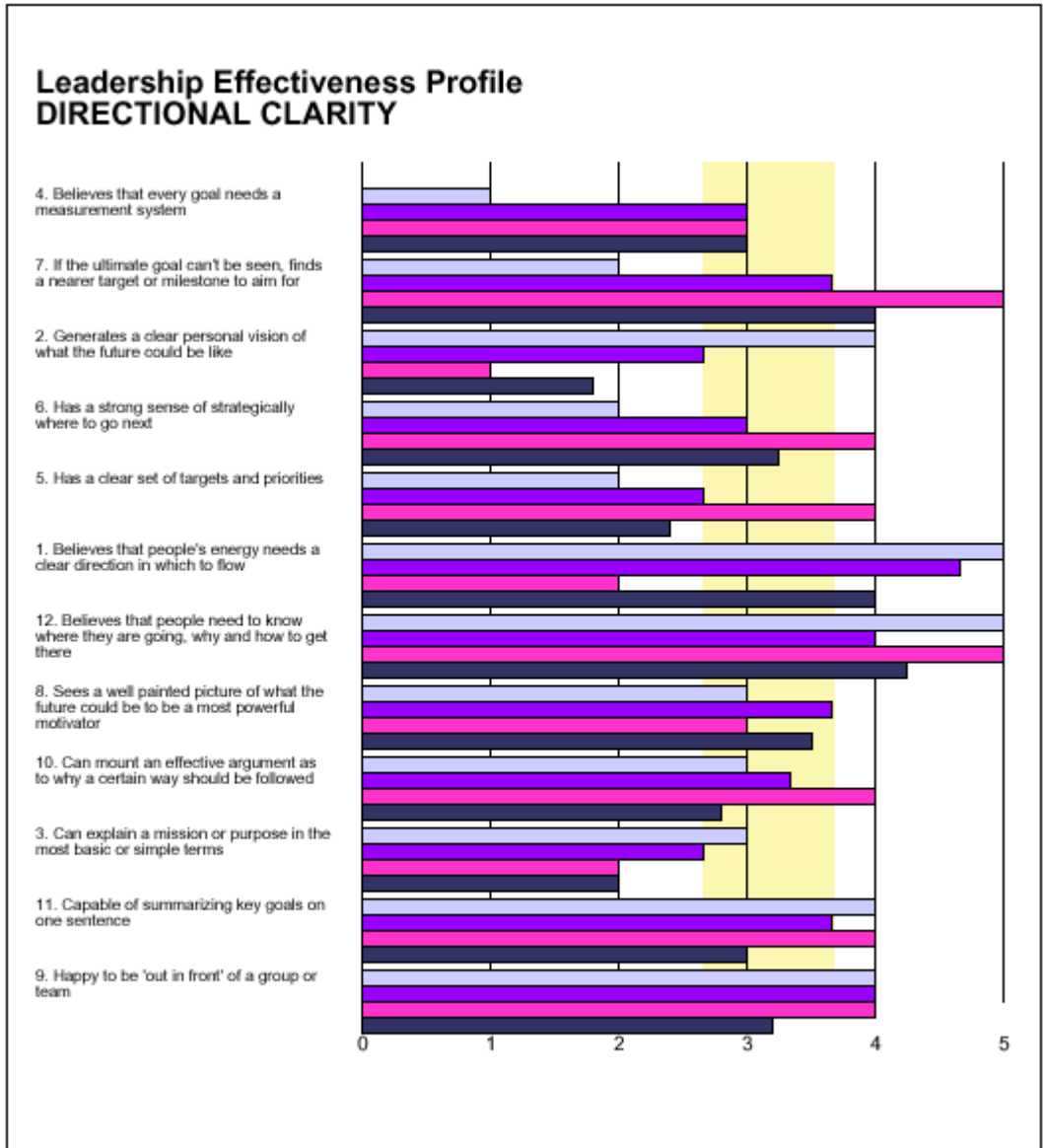
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you will select a direction, or a course of action on the basis of very limited, subjective evaluation, or determination of its 'true' worth as a way to go. You are also likely to change direction frequently 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).



■ Self    
 ■ Colleagues    
 ■ Supervisor    
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#### 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).

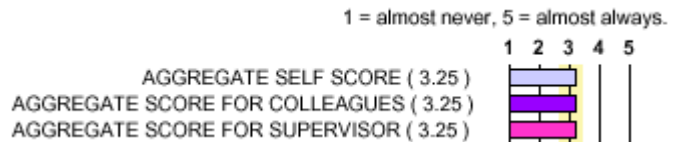
This may involve greater research of potential alternatives, wider consultation with people to obtain input and ideas and a careful weighing of the pros and cons of one direction versus another before a decision is taken. This is a difficult skill to develop quickly and greater involvement of those that are strong in this category would improve overall leadership of the team.

<b>Directional clarity</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Think about how you might optimally promote the advantages of taking this chosen course to different people to ensure that you solicit their support.</li><li>• 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.</li></ul>
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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?"



### Interpretation

#### LOW (less than 2.75)

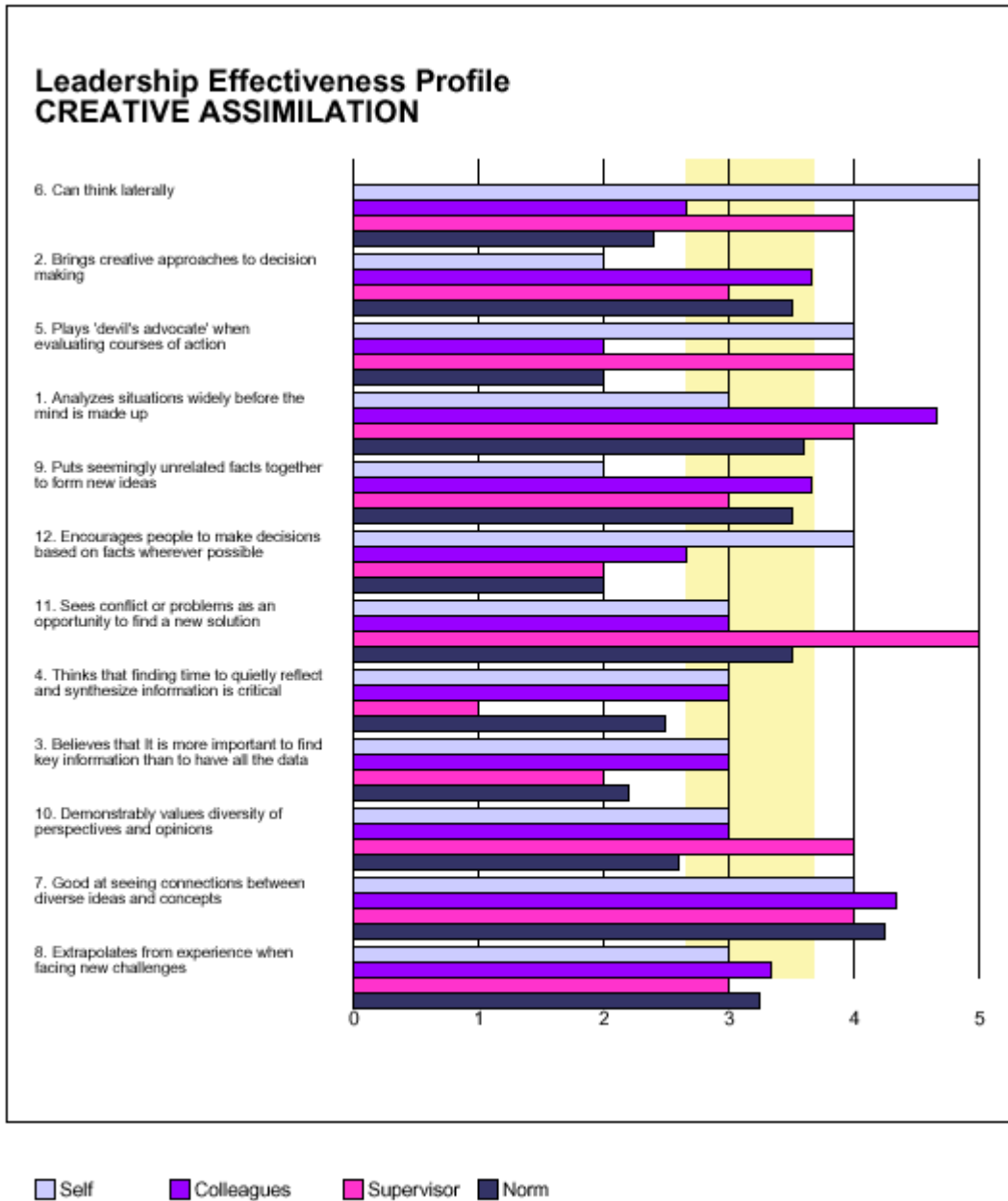
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you often evaluate information at face value and only give very limited time to reflectively weigh the alternatives before acting. You are also likely to stick to tried and proven methods, where you are 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.



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### Improvement actions

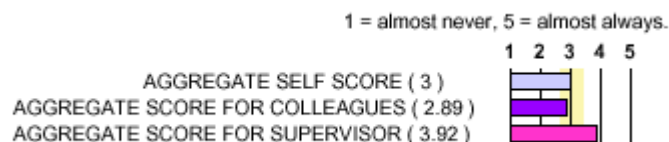
Low scorers need to suspend their rapid judgment about what they perceive or experience, so as to make sure that they can consider other data or possible courses of action before committing themselves to a decision. This can be done by practicing challenging people's assumptions, playing devil's advocate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

<b>Creative assimilation</b>	<ul style="list-style-type: none"><li>• Practice looking at issues, events or problems from as many different points of view as you can.</li><li>• 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?</li><li>• Design quiet time into your day to calmly reflect and synthesize data, evidence and facts into information that you can use and act upon.</li><li>• Look for unusual or different connections between seemingly diverse ideas and concepts.</li><li>• Challenge the thinking of yourself and others to ensure that the most innovative and creative solutions possible have been identified before acting.</li></ul>
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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?"



## Interpretation

### LOW (less than 2.75)

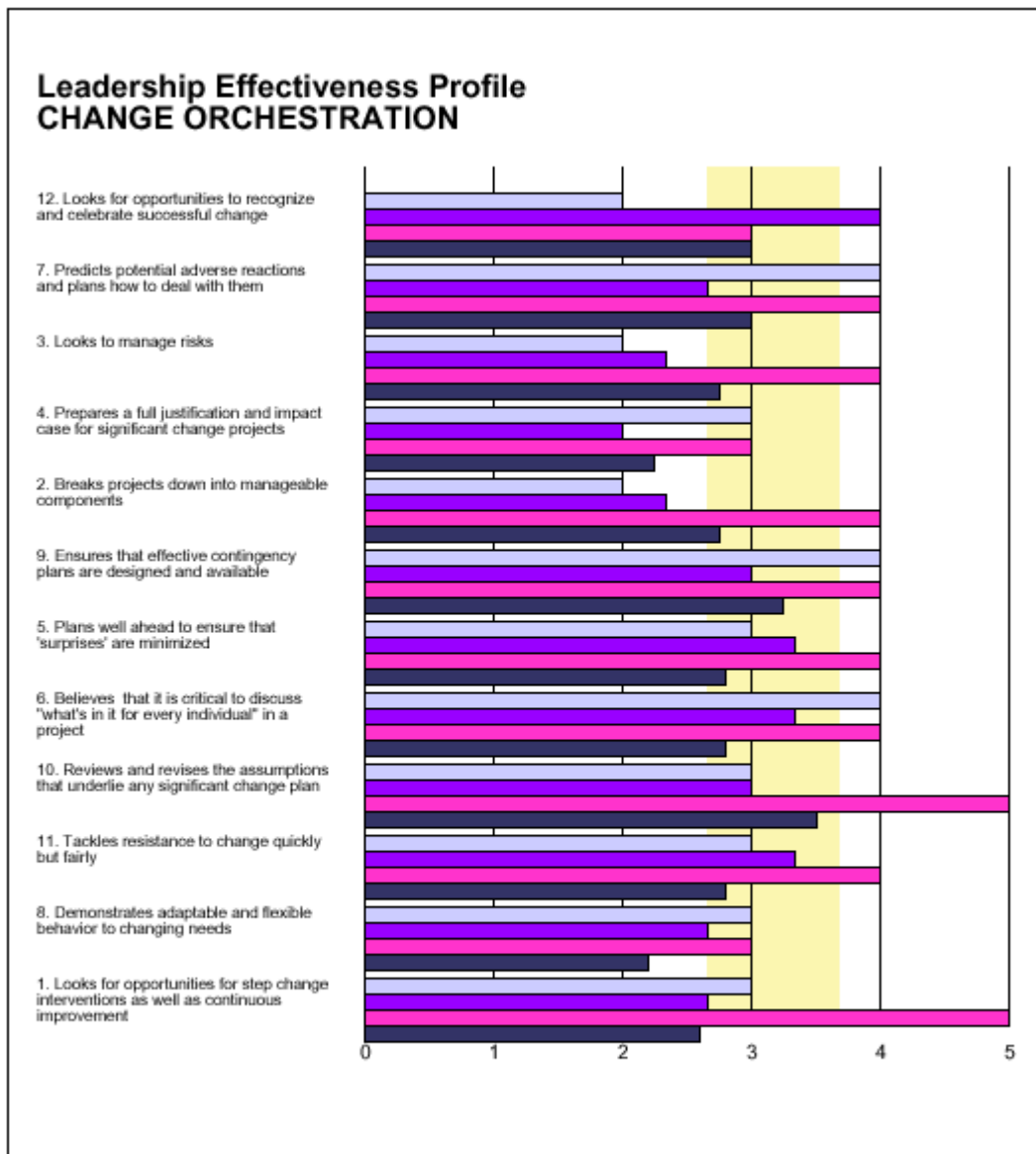
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that you may become 'caught up' in change situations unwittingly and find that they are often situations that are not easily controllable. You are also likely to find that such change has a range of unexpected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



■ Self    
 ■ Colleagues    
 ■ Supervisor    
 ■ Norm

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### 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 organizational change and learn what coping strategies they adopt for various different situations and circumstances.

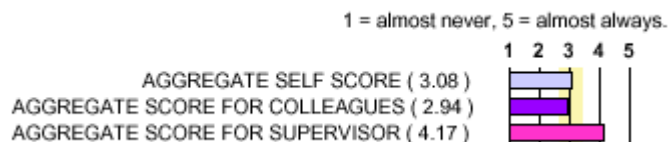
<b>Change orchestration</b>	<ul style="list-style-type: none"><li>• Design regular time into your day or week to think about the medium or long term future (not just your day to day or most pressing issues or problems).</li><li>• Imagine a range of possible outcomes or results that could come about in terms of future personal or organizational change</li><li>• Carefully consider what you might need to do now to accommodate the scenarios, if they were to occur.</li><li>• Actively look for opportunities to introduce 'step-change' initiatives rather than small incremental improvements whenever the benefits are clear to see.</li><li>• Help others to come to terms with change and challenge any resistance firmly but fairly at all times.</li></ul>
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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?"



### Interpretation

#### LOW (less than 2.75)

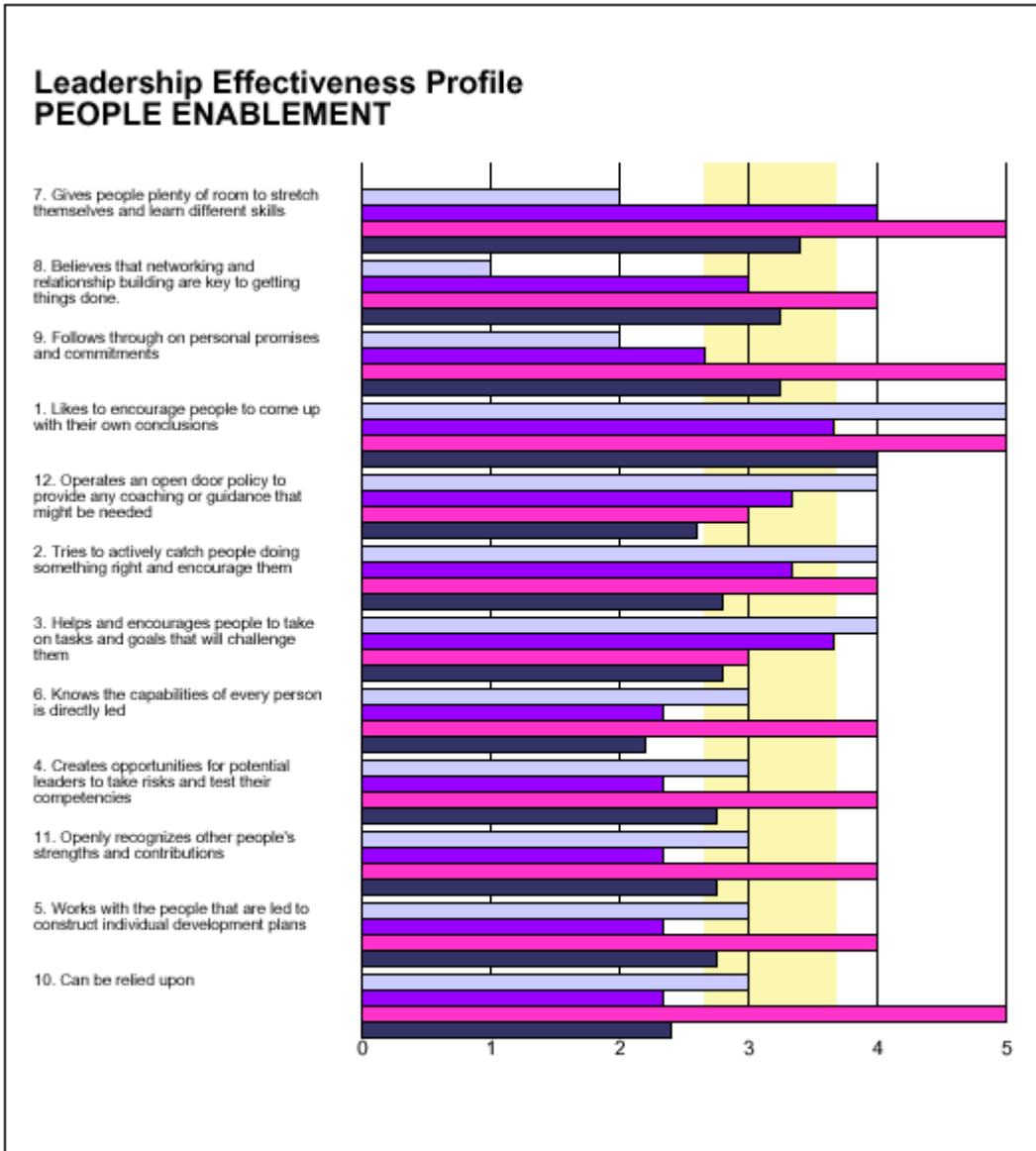
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you may be 'oblivious' or unconcerned about people's individual needs, preferring goals and /or tasks to take precedence. As such, you will look to systems and procedures to provide the necessary leadership 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.



Self
  Colleagues
  Supervisor
  Norm

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### Improvement actions

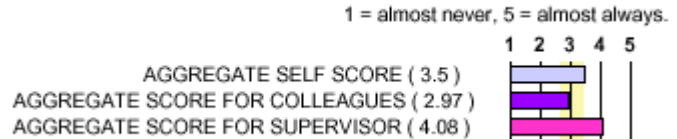
Low scorers need to give people much more room or authority to act, without letting them feel that any of their mistakes will be punished or held against them. Low scorers can also 'program in' regular time to identify and recognize people's efforts and to make themselves available (even if it is for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

<b>People enablement</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Find specific opportunities to empower individuals by giving them full responsibility for tasks and projects that you would normally handle yourself.</li><li>• Engage in frequent 'walk the talk' and one to one coaching to both listen to people and to offer gentle guidance and support.</li><li>• 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.</li><li>• 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).</li></ul>
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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?"



### Interpretation

#### LOW (less than 2.75)

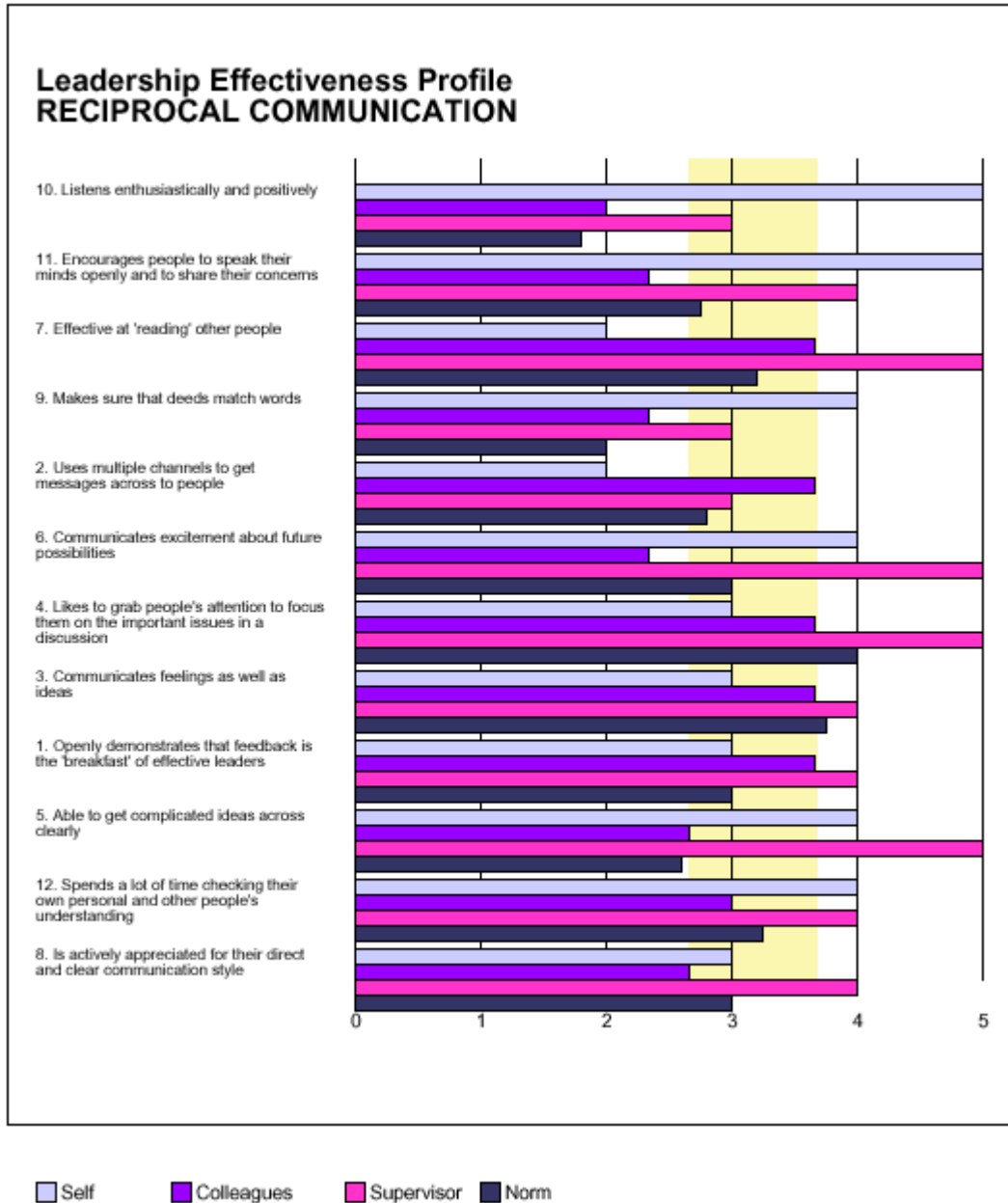
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you may miss opportunities to communicate when it would be helpful (on some occasions) or to spend too little time in designing the message, or thinking about how it might be optimally delivered. You 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.



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### Improvement actions

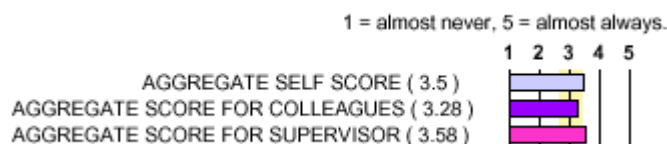
Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as both a listener and a communicator to others and use the analysis to focus attention on areas of weakness or limitation. In addition, low scorers can review the actions taken by highly effective communicators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

<b>Reciprocal communication</b>	<ul style="list-style-type: none"><li>• Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.</li><li>• 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.</li><li>• Experiment with different communication methods or channels to appeal to a wider range of people.</li><li>• 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.</li><li>• 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.</li></ul>
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## 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?"



### Interpretation

#### LOW (less than 2.75)

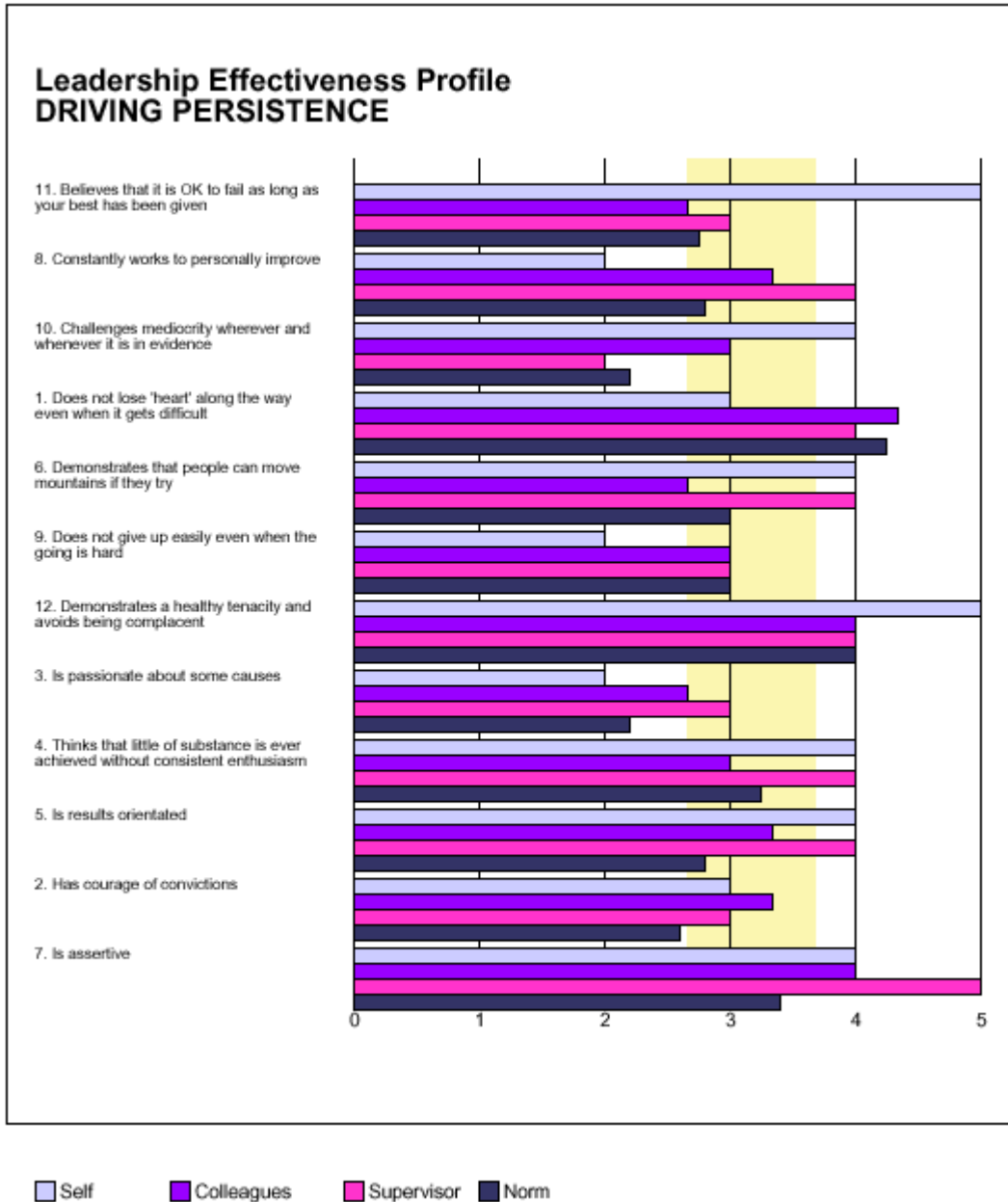
Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that you may expect problems or failure to some extent and to therefore pursue goals or aims with less confidence than you might. When major obstacles or problems do arise you are therefore likely to accept 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.



The above chart is sorted in descending order of gaps. The gap is the difference between your summary score and the average of those that rated you. Norm bars shown on this chart are the progressive average aggregate scores of all team leaders and peers rating individuals 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.

<b>Driving persistence</b>	<ul style="list-style-type: none"><li>• Make a careful note of commitments that you make, or priorities that are important to you</li><li>• Plan how you will maintain your focus and energy to achieve success.</li><li>• 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.</li><li>• Look for opportunities to improve your skills and knowledge in many and different ways every day</li><li>• 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)</li></ul>
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# THE '10/10' REPORT

		scores		
		Self	Sup.	Coll.
<b>Top 10 strengths according to supervisor</b>				
Creative assimilation	11. Sees conflict or problems as an opportunity to find a new solution	3.0	5.0	3.0
People enablement	1. Likes to encourage people to come up with their own conclusions	5.0	5.0	3.7
People enablement	7. Gives people plenty of room to stretch themselves and learn different skills	2.0	5.0	4.0
People enablement	9. Follows through on personal promises and commitments	2.0	5.0	2.7
People enablement	10. Can be relied upon	3.0	5.0	2.3
Change orchestration	1. Looks for opportunities for step change interventions as well as continuous improvement	3.0	5.0	2.7
Change orchestration	10. Reviews and revises the assumptions that underlie any significant change plan	3.0	5.0	3.0
Reciprocal communication	4. Likes to grab people's attention to focus them on the important issues in a discussion	3.0	5.0	3.7
Reciprocal communication	5. Able to get complicated ideas across clearly	4.0	5.0	2.7
Reciprocal communication	6. Communicates excitement about future possibilities	4.0	5.0	2.3

		Self	Sup.	Coll.
<b>Top 10 development needs according to supervisor</b>				
Creative assimilation	4. Thinks that finding time to quietly reflect and synthesize information is critical	3.0	1.0	3.0
Directional clarity	2. Generates a clear personal vision of what the future could be like	4.0	1.0	2.7
Creative assimilation	3. Believes that it is more important to find key information than to have all the data	3.0	2.0	3.0
Creative assimilation	12. Encourages people to make decisions based on facts wherever possible	4.0	2.0	2.7
Emotional Intelligence	1. Believes that leadership is about serving others	1.0	2.0	4.3
Emotional Intelligence	9. Learns from mistakes, treating errors as opportunities for learning rather than regret	4.0	2.0	2.3
Driving persistence	10. Challenges mediocrity wherever and whenever it is in evidence	4.0	2.0	3.0
Directional clarity	1. Believes that people's energy needs a clear direction in which to flow	5.0	2.0	4.7
Directional clarity	3. Can explain a mission or purpose in the most basic or simple terms	3.0	2.0	2.7
Creative assimilation	2. Brings creative approaches to decision making	2.0	3.0	3.7

		Self	Sup.	Coll.
<b>Top 10 strengths according to colleagues</b>				
Emotional Intelligence	7. Takes time for personal reflection	5.0	3.0	4.7
Creative assimilation	1. Analyzes situations widely before the mind is made up	3.0	4.0	4.7
Directional clarity	1. Believes that people's energy needs a clear direction in which to flow	5.0	2.0	4.7
Contextual thinking	1. Easily perceives how something fits into the wider or bigger picture	1.0	5.0	4.3
Creative assimilation	7. Good at seeing connections between diverse ideas and concepts	4.0	4.0	4.3
Emotional Intelligence	1. Believes that leadership is about serving others	1.0	2.0	4.3
Driving persistence	1. Does not lose 'heart' along the way even when it gets difficult	3.0	4.0	4.3
Contextual thinking	7. Has a range of contacts with which to exchange views about emerging trends	4.0	4.0	4.3
Driving persistence	7. Is assertive	4.0	5.0	4.0
Directional clarity	9. Happy to be 'out in front' of a group or team	4.0	4.0	4.0

		Self	Sup.	Coll.
<b>Top 10 development needs according to colleagues</b>				
Reciprocal communication	10. Listens enthusiastically and positively	5.0	3.0	2.0
Change orchestration	4. Prepares a full justification and impact case for significant change projects	3.0	3.0	2.0
Creative assimilation	5. Plays 'devil's advocate' when evaluating courses of action	4.0	4.0	2.0
Reciprocal communication	6. Communicates excitement about future possibilities	4.0	5.0	2.3
Reciprocal communication	11. Encourages people to speak their minds openly and to share their concerns	5.0	4.0	2.3
People enablement	5. Works with the people that are led to construct individual development plans	3.0	4.0	2.3
People enablement	10. Can be relied upon	3.0	5.0	2.3
People enablement	6. Knows the capabilities of every person is directly led	3.0	4.0	2.3
Emotional Intelligence	9. Learns from mistakes, treating errors as opportunities for learning rather than regret	4.0	2.0	2.3
People enablement	4. Creates opportunities for potential leaders to take risks and test their competencies	3.0	4.0	2.3

# COACHING TIPS

## Coaching tips for top 5 development needs according to supervisor and colleagues

### 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?

# COACHING TIPS

## Preparing a full and detailed case for significant change projects

In preparing to manage situations of change, it makes sense to anticipate the factors that have potential assist and to block successful implementation and develop this into a full and detailed change case that outlines:

1. Why the change is necessary
2. What it is expected to achieve in real terms
3. When the change is planned to happen
4. How it will be specifically achieved
5. Who is involved and impacted
6. When it has to be completed or implemented

One useful technique for looking to develop a plan for change is to use an initial force field analysis process to look at the relative ease with which the change is likely to be completed.

This technique is based on identifying factors such as people, systems, procedures, environmental issues, structures, legislation, places, trends, equipment etc, These are factors that can be categorized into one of two overall forces. These are:

1. Driving forces: the things that can work in favor of, or facilitate implementation of the change
2. Restraining forces: the things which have the potential to block or hold back the change

This technique can be used by individuals to help order their own thinking (both positive and negative), as well as by teams and whole organizations, to look at the core factors that need attention and management (and therefore a plan to deal with them).

Force field analysis provides a conceptual framework for managing change by providing tangible issues on two sides (driving and restraining or constraining). One of these needs emphasizing more (the drivers) and one de-emphasizing (the restraints/constraints) if the change is to managed effectively or to a satisfactory conclusion.

Our personal or collective task is to lessen the "weight" of the restraints and increase the "weight" of the drivers (and the see-saw will tilt). Once we know what these driving and restraining forces are, we can build an intelligent and comprehensive plan that can deal successfully with these issues.

# COACHING TIPS

## Listening enthusiastically and positively

Listening well to the input and opinions of others

Some experts say we retain only about 20% of what we hear. So listening becomes a real challenge if we are trying to relate to others effectively or trying to do our job well. This arises out of the simple fact that the average person thinks four times faster than they talk or hear another person talking. This gives the average person 45 seconds in every minute for their mind to 'drift' off and think about anything other than what the other person is saying.

Active listening is a vital skill to master. It is more than just trying to look interested in what the other person is saying. It is hearing what people are saying, watching their facial expressions, seeing their hesitations and responding to what has been said without immediately moving the conversation back to ourselves.

Listening is an essential part of the communication process. A sender encodes his or her ideas or thoughts into some form that is transmitted to the receiver. The receiver must perceive the message and accurately decode it so that an understanding of the message is achieved. The receiver tells the sender that the message has been received and understood through feedback.

Listening requires being active, showing understanding, acknowledging the other person, being sensitive and concentrating. It means having an open and positive attitude. Listening effectively means really wanting to listen before responding to what is being said.

We often don't consciously pay attention to others who are communicating with us. We take our cues from the setting or the circumstances, a person's role, a person's relationship to us, personalities, or their knowledge on an issue. In familiar situations we hear what we expect to hear.

Consider the following activities to help you build your effectiveness:

1. Try to mirror the other person's demeanor and expressions
2. Avoid finishing other people's sentences for them
3. Accept the value of a speaker's idea and suggestions even when you disagree
4. Avoid upsetting words or emotive language in a conversation
5. Allow as much time as a speaker needs to get their message across
6. Use eye contact to show as much sincerity as you can
7. Avoid judging the message on the basis of what you think of the person delivering it
8. Put yourself in the speaker's shoes as much as possible

## COACHING TIPS

### Learning from mistakes and treating errors as opportunities for learning rather than regret

Anyone with leadership responsibility should ideally accept his or her personal failures when they occur. However, to motivate people successfully you ideally need an open culture in which no blame is apportioned and in which errors are recognized as learning opportunities and therefore used to improve future performance.

To encourage the best efforts from every team member, you should look to understand the nature of work or task risk that people are asked to take. This should be a measured or calculated step, not a guess. This means ensuring that the individual fully understands their task before taking action and knows that the leader will be supportive even when things do not go wholly to plan. This may require more effort to assess each situation and to take action only when the possible and probably outcomes have been systematically weighed and success appears extremely likely.

Even when mistakes occur, the lessons of failure are extremely valuable. Not only is this important to the individuals involved, but to the organization as a whole. The effective leader should therefore openly and positively discuss the reasons for failure, so that they can be eliminated and the platform for future success can be strengthened. Taking a generally constructive and sympathetic attitude to mistakes or failure will help to overcome disappointment and potentially help to quickly motivate and encourage staff. If you choose to punish failure or manage by fear, you are clearly likely to undermine confidence.

The 'no blame' culture checklist

Positive

Discuss problems with individuals

Discuss faults and suggest solutions and positive paths forward

Discuss plans and ask people how they would like to action them

Catch people doing something right

Reward individuals for success

Negative

Reprimand or chastise people experiencing problems

Ignore faults and let people experience failure without warning

Dictate what should be done and allow little or no input on how

Catch people doing something wrong

Punish failure

# COACHING TIPS

## Translating vision into meaningful strategies and goals

However well it is written, or inspiring you think the words may be, a vision will count for little until it is translated into meaningful strategies and goals for every individual that is expected to play their part in achieving it.

Consider the following to help build your translation effectiveness:

1. Set up a planning session or meeting with team members or other colleagues to envision what the organization could or should be doing in 3 to 5 years from now.
2. Use a range of different creative techniques and methods to 'tap into' individuals different styles and personalities and obtain maximum commitment to the input process.
3. Share your draft vision and goals to support it with your manager and your peers to check for alignment and consistency.
4. Share your vision with all employees and encourage buy-in by inviting their input into the shape of the vision and the particular objectives that will need to be put into place to attain it.
5. Encourage team members to write specific goals that are clear and stretching in helping to take the organization strongly forward.
6. Check that each goal is consistent with overall vision and strategy and broadly support one another by checking to make sure that there are no direct conflicts.
7. Help the team to resource each objective and provide on going support and coaching to maintain motivation and focus.

To translate broad vision intent into goals is only the beginning of our journey. Visions do little to motivate in themselves unless other steps are taken. It is the leader's job to take these steps and make the vision meaningful to every individual.

## **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**

### **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?"**

### **Course Suggestions**

- Creativity and innovation
- Lateral thinking
- Problem solving
- Data evaluation and analysis
- Risk assessment
- Decision making

### **Reading Suggestions**

- Creativity in context-Teresa Amabile and Mary Ann Collins, Westview-1996
- Handbook of creativity-Robert Sternberg-Cambridge University Press-1999
- Dimensions of creativity-Margaret Boden-Mit Press, 1996
- Frames of mind-Multiple intelligencies-Howaard Gardner-Basic Books-1993
- The Brain workout book-Snowdon Parlette-Evans-1997
- The Power of logical thinking, Marilyn Savant, St Martins, 1997
- The art of deception, Nicholas Capaldi, Prometheus, 1987
- Lateral thinking, Edward De Bono, Penguin, 1988

### **Other Suggestions**

- Complete the "Problem solving and decision making" 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.

## OVERALL COMMENTS FROM RATING GROUP

### Emotional Intelligence

#### KEEP (or continue to do well)

---

Listening to people on a regular basis  
Taking the time to talk and listen  
This is invaluable to the team  
Recognising that no two people are the same and need a different management style to get the best from them  
Jon thinks about people's feelings before taking actions or deciding (although it could sometimes be for longer!!)

#### STOP (or do less of)

---

Jon is often guilty of rushing people into quick action or decisions irrespective of their personal feelings  
Assuming that the whole team values are exactly the same as his  
Sending us articles on emotional intelligence \_ we get the picture  
Riding roughshod over the legitimate views of some team members  
Listening to some people (who he sees to be more emotional 'tuned in')  
Trying to take everyone's feelings into account

#### START (or do completely differently to their current practice)

---

Jon would do well to read a book or two on emotional intelligence \_ this is a complex topic that takes time and focus  
Spending more time taking to team members and colleagues at a deeper and less transactional level  
Discussing what emotional intelligent leadership should look like from the teams' perspective  
Investing time and energy into the values that are important to the whole group  
Jon should be a deeper or more attentive listener to really develop this skill in the future

## OVERALL COMMENTS FROM RATING GROUP

### Contextual thinking

---

#### KEEP (or continue to do well)

---

Connecting his thoughts in a highly lateral and interesting way  
Getting the group to always look at the wider issues before the finally make a decision  
Introducing novel ideas out of left field which can really get some of the more 'sequential' thinkers working harder than their natural inclination  
Jon likes to connect his ideas to reality and therefore presents his arguments in a cogent and contextually sophisticated way  
Jon spends a good deal of his time thinking about the wider implications  
Jon brings a variety of his past experiences to bear especially when he needs to make difficult decisions

---

#### STOP (or do less of)

---

Jon sometimes shows off with his big picture thinking and knowledge  
Taking most decisions from such a broad or wide angled perspective  
Jon likes to discuss big ideas but can sometimes lose people whose ability is not as well developed  
Sometimes Jon can encourage people to discuss wider issues at the expense of deeper consideration of some of the more detailed issues  
Jon sometimes likes to 'Grandstand'  
Wasting meeting time with irrelevant side issues

---

#### START (or do completely differently to their current practice)

---

Trying to be a lot more conscious of when to look at the big versus the small picture  
Guide and coach people to think for themselves more often  
Getting people to make their own thinking connections and not just rely on him all the time  
Try to focus on the detail and following through a little more often  
Limiting the wider contextual debate to a fixed amount of time so that the discussion does not go on for too long  
Explaining the steps in his thinking, not just the end result.

## OVERALL COMMENTS FROM RATING GROUP

### Directional clarity

#### KEEP (or continue to do well)

---

Leading from the front with clarity and purpose  
Pointing the way forward in a range of creative and interesting ways  
Enthusiasm about the future and inspiring people to feel motivated or fired up  
Taking such a firm and clear view about where the team should be heading (and why)  
Generating credible destinations that are motivating for the whole group to pursue  
Walking the talk and using the experience to talk about direction and the future

#### STOP (or do less of)

---

Generating quite so many options that can cause confusion at times  
Jon likes to be decisive but hasn't always thought through the direction he has chosen  
Setting a course without getting everyone fully on board  
Jon sometimes takes the lead role when others are better qualified to set the direction for the team  
Being so aggressive and pushy when it isn't called for  
Driving the team quite so hard to hit a target that might be clear for him but not for others

#### START (or do completely differently to their current practice)

---

Explaining the chosen direction in a lot more detail for some people  
Jon needs to get other team members to help him get the more reluctant individuals to understand overall direction  
Spending a little more time in quiet contemplation or reflection before setting his course  
Researching several options before advocating one course or direction  
Painting pictures of the future in a variety of different ways  
Spending less time trying to please everyone

## OVERALL COMMENTS FROM RATING GROUP

### Creative assimilation

#### KEEP (or continue to do well)

---

Wearing those creative hats all the time

Introducing creative energy into even the most seemingly boring and uninteresting situations

Jon is always trying to innovate (sometimes missing the obvious solution)

Jon's presentations using a variety of different creative and problem solving methods are great.

Coming up with a range of novel ideas

Encouraging team members to keep pushing their innovation boundaries

#### STOP (or do less of)

---

Being too creative for his own good at times

Pushing everyone to be creative in everything they do-it can get a bit wearing!

Jon is almost obsessed with creativity-he needs to take his foot off the accelerator and smell the roses for a change

Most of the team's work needs fairly boring and mundane solutions and not the novel approach that Jon sometimes suggests.

Holding quite so many brainstorming meetings

#### START (or do completely differently to their current practice)

---

Helping others to be more creative

Coaching people in more creative techniques-Jon has natural skills in this area

Jon needs to take his time a little more in order to allow slower thinkers to keep up

Finding new channels or outlets for his creativity

Focusing his creative efforts on customer service and quality issues more often

## **OVERALL COMMENTS FROM RATING GROUP**

### **Change orchestration**

#### **KEEP (or continue to do well)**

---

Jon seems to thrive on change and to be entirely unphased by it all  
Painting the big picture when change is on the horizon  
Helping the team to understand that all change (no matter how dramatic) always has "silver lining" benefits  
Jon is good at taking a lead with change projects and in getting people organized and focussed  
Coaching individuals and the team to recognise that change is inevitable and that we should always try to manage it  
Sending around the odd interesting article or website dealing with change issues

#### **STOP (or do less of)**

---

Talking about the "silver lining" of change all the time!  
Pushing quite so hard for things to have to keep changing \_ why is this always so critical?  
Always taking the leadership role \_ other people need to take a lead sometimes in order to learn  
Agitating for change \_ I sometimes think that Jon would rather change things than accept them as they are  
Expecting everyone to adopt a new way of doing things almost immediately  
Expecting the whole team to travel at the same speed in coming to terms with change

#### **START (or do completely differently to their current practice)**

---

Letting others have the change management or leadership reins from time to time  
Coaching and mentoring individuals a little more often in better change handling strategies  
Allowing a little more time for some people to come to terms with some of the change's that they have to tackle  
Pushing some people a little less hard  
Jon could start to develop a little patience to let others have their wins in the change game

## OVERALL COMMENTS FROM RATING GROUP

### People enablement

#### KEEP (or continue to do well)

---

Getting people inspired and enthused

Jon likes to get people fired up about their work (even in the most mundane of situations)

Jon rarely wants to take the glory-this is quite different to other managers around here

Taking the time to talk to people and listen to what they have to say

Walking the talk-the time is appreciated by all.

Jon likes to use project teams a lot-this works really well as an empowerment approach

#### STOP (or do less of)

---

Trying to empower people who have no interest in being left to their own devices

Being so keen to empower individuals on issues that are quite minor or insignificant

Treating everyone as if their ability or skills are the same of equivalent-they are not.

Jon pushes some people a little too soon or too hard when they may not be quite ready to take full accountability

Assuming that everyone's style and approach is similar to his own

Over delegating at times

#### START (or do completely differently to their current practice)

---

Choosing individuals who feel good about being given the room to do their own thing

Jon needs to be a little more patient with some people

It would be very useful if we could meet as a team on a weekly basis to share individual progress and help one another more often

Spending a little more time with people on a one to one basis

Jon would do well to get the whole group to talk about how much empowerment it wants and needs

## OVERALL COMMENTS FROM RATING GROUP

### Reciprocal communication

#### KEEP (or continue to do well)

---

Engaging in straight forward an no-nonsense communication  
Jon will often communicate straight 'from the hip' in a very forthright way  
Holding short and snappy meetings which enable free and open exchange  
Jon likes to give it straight from the shoulder (but is a bit more sensitive when it is coming in the other direction!)  
Walking the talk and getting views from all levels  
Making interesting monthly presentations on performance

#### STOP (or do less of)

---

Treating everyone in the same way as far as communication is concerned \_ a few people don't like such direct feedback  
Jon is often the only voice we hear in meetings, he could listen more and talk less  
Being quite so direct in his communication \_ it doesn't do any harm to go round the houses a little  
Most of Jon's communications in groups sound like commands \_ he doesn't intend this I suspect but it is a fact  
Ignoring the needs of the audience to whom he is directing his comments  
Sending so many bloody emails!

#### START (or do completely differently to their current practice)

---

Taking the needs of his audience into account a lot more  
Planning or preparing his group communications a little more carefully  
Jon should try to adopt different communication styles for different occasions (not just one style)  
Listening to feedback a little more carefully (and then acting on it)  
Jon should look to engage in a little more small talk \_ not everyone wants to get straight to the point with a sledgehammer  
Jon has no time for introverted people \_ he needs to find a way to communicate with them!

## OVERALL COMMENTS FROM RATING GROUP

### Driving persistence

---

#### KEEP (or continue to do well)

---

Persisting in the face of adversity  
Driving forward so firmly and relentlessly  
Leading the way for others with such a strong show of drive and persistence  
Maintaining high levels of enthusiasm despite the negative comments from some quarters  
Jon sticks to his goals tenaciously almost without distraction  
Jon rarely gets way off track once he has set his mind on something

---

#### STOP (or do less of)

---

Being so headstrong at times  
Ignoring the feelings of some team members  
Jon sometimes gets too far ahead of himself  
Setting new targets to hit all the time  
Seeing personal determination as the only way to get things done  
Being willful and difficult

---

#### START (or do completely differently to their current practice)

---

Being a little more discriminating about driving people so hard  
Channeling his energy more efficiently  
Jon should use his natural drive in a more careful and focused way  
Jon needs to be a little more patient and tolerant, especially when people are a little slow on the take up  
Picking the important targets to invest all his effort  
Driving at the right targets in other words be a bit more selective

## 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: <b>Thinks that finding time to quietly reflect and synthesize information is critical</b>		3.0	1.0	3.0
Action to Take:		Target Date:		
Development Area: <b>Prepares a full justification and impact case for significant change projects</b>		3.0	3.0	2.0
Action to Take:		Target Date:		
Development Area: <b>Generates a clear personal vision of what the future could be like</b>		4.0	1.0	2.7
Action to Take:		Target Date:		
Development Area: <b>Learns from mistakes, treating errors as opportunities for learning rather than regret</b>		4.0	2.0	2.3
Action to Take:		Target Date:		
Development Area: <b>Listens enthusiastically and positively</b>		5.0	3.0	2.0
Action to Take:		Target Date:		