

Introduction and Instructions

“Leadership is a word on everyone’s lips. The young attack it and the old grow wistful for it. Parents have lost it and police seek it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it (as authority) with liberty and theologians demonstrate it as compatibility with conscience. If bureaucrats pretend they have it, politicians wish they did. Everybody agrees that there is less of it than there used to be.”

Warren Bennis, widely considered to be among the best “gurus” on the subject of leadership, began his book “Leaders—The Strategies for Taking Charge” with those words. What Bennis is saying in the above quotation is that the subject of leadership interests people in every field of human endeavor. More importantly, he is saying that excellent leadership is, perhaps, the main driver of human progress.

Leadership excellence is the subject of a great many books and journal articles, but there is no widespread agreement on what an individual needs to be or do in order to succeed in this area. Fortunately, several themes emerge in the published work of some of the best thinkers on the subject of Leadership Excellence.

Out of the hundreds or thousands of human behaviors, there are only a handful that can be directly tied to effective and even outstanding leadership. This Leadership Effectiveness assessment will focus on eight most-often-cited behaviors or attitudes. We will refer to them as “competencies” or competency areas—the main factors that generally determine the relative success of an individual’s efforts to lead others in a wide variety of situations, ranging from leading a soccer team or a Fortune 500 company to leading an ad-hoc team of citizens pushing for a new school. No one piece of the puzzle is enough for effective leadership; each piece works in combination with the others to reveal a fully integrated model. When all eight competencies are present, the individual’s effectiveness as a leader will be obvious. Improving performance in all eight of these competency areas will make each of us better able to lead.

- **Emotional Intelligence**
- **Directional Clarity**
- **Change Orchestration**
- **Reciprocal Communication**
- **Contextual Thinking**
- **Creative Assimilation**
- **People Enablement**
- **Driving Persistence**

This questionnaire has been designed as a self-scoring Leadership Effectiveness assessment to help individuals understand more about their relative skills in this critical area. The eight competency areas that contribute to good (or bad) leadership in the list above are treated separately and then combined to create the individual’s overall profile.

Each of the competencies listed above is explained briefly in the paragraph under each respective heading. It should be remembered that every statement in each area acts as an “aspirational” goal for those wishing to improve their skills in areas where they wish they were stronger. In other words, the twelve statements describe not only the competency, but also what the person should aim to “almost always” do in order to be effective.

Completing this Booklet

This questionnaire will be easy to complete. Read each introductory paragraph to understand the competency, and then select a response from 1–5. Shade in all the boxes below the score you marked. You will be creating a bar graph or “histogram” to give you a quick visual reference of your scores.

The scale for each competency will always be 1–5, extending from “almost never” or 1 on the left to “almost always” or 5 on the right. Once all 12 questions in the section have been answered, you will be able to draw conclusions about how effective you presently are as a leader.

As a final step, add up all of your scores and divide them by 12 (the total number of questions). Shade in the aggregate score box the same way. This time, you will get an exact score (like 3.7). It’s okay to shade in part of a box here, if necessary.

After you have shaded the response boxes, look at the interpretation notes at the bottom of the page. These notes will explain the likely impact of certain scores and suggest ways to improve weak areas. Be sure you read the notes for all eight competencies (one on each page).

After you have completed and read the interpretation notes for all eight competency areas, turn to page 11 and plot your category scores on the “spider” diagram. Once you have connected all of the points, you will create your overall Leadership Effectiveness profile. Then add up all the aggregate scores from all the competency areas and divide by 8. Enter your total “Leadership Effectiveness” score in the box provided.

Pages 12 and 13 provide some further general notes on action that can be taken to improve weak areas.

The Personal Action Plan checklist provided on page 14 will help individuals develop a written plan to address some of the items and issues identified by the assessment. Copy this page and give it to a friend or family member and ask them to check (after 3 months or so) whether or not you have implemented/are implementing your improvement plan.

This booklet is yours to complete and keep as a reference document. Remember, your overall profile is likely to change over time. What you fill in about yourself today may not apply in three, six, or twelve months’ time. However, if you are honest with yourself, this profile will serve as an accurate picture of your overall ability to demonstrate effective leadership and help you identify where you should concentrate your efforts to improve your ability to lead more effectively. You can fill out another assessment in the future to see how far you have progressed.

Emotional Intelligence

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never		Almost Always		
	1	2	3	4	5
1. I believe that leadership is about serving others.					
2. I like to be aware of the most important concerns of people whom I lead.					
3. I well understand my personal strengths and weaknesses.					
4. I will take a principled stand, even if it is unpopular.					
5. I draw on a strong set of values to guide day-to-day decisions.					
6. I use criticism from others to improve myself and learn.					
7. I regularly take time for personal reflection.					
8. I notice how others are feeling.					
9. I learn from mistakes, treating errors as opportunities to learn, rather than things to regret.					
10. I am good at empathizing with people.					
11. If asked, people would say that I have an appropriate amount of humility about myself.					
12. I like to build trust by being reliable and sincere.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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HIGH

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

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

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you will almost entirely seek to separate feelings and emotions from the “task” of leadership. People with relatively low levels of emotional

intelligence are likely to avoid taking on a leadership role at all. However, if they do, they prefer to manage systems or resources in preference to managing people directly.

A low score indicates that you lead others by “the book” rather than by relying on your own judgment or intuition. When you find yourself in a leadership position, you will often look to lead from the front or (without people’s support) adopt a “command and control” style.

ACTION FOR LOW SCORERS

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

Contextual Thinking

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never		Almost Always		
	1	2	3	4	5
1. I like to see how something fits into the wider or bigger picture.					
2. Events or actions can be seen in a new light in a different context.					
3. I am strongly aware of trends long before they have a direct impact or effect.					
4. I like to consult widely with people external to the organization.					
5. I keep track of what’s going on in the world around me.					
6. I prefer to remain open and flexible in my views.					
7. I have a range of contacts with whom to exchange views about emerging trends.					
8. I scan the environment for issues that could pose a future threat or risk.					
9. I am good at making connections between different ideas.					
10. I am intrigued by the way large systems or processes operate.					
11. When things are not clear, you have to gather clues in order to find the answers.					
12. I enjoy looking for patterns in what I experience.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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HIGH

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

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

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you often miss the possible connections between occurrences or events, and tend to be confused or bemused by some situations. Such individuals

prefer to focus analytically on how things come about, rather than to ask why they have occurred at all. They tend to over-rely on past experience as the only guide to understanding what is happening or might occur in the future.

A low scorer generally takes a “narrow” view of what they experience. Each event or occurrence is treated as distinct or separate from others, rather than connected logically to other events or facts. This leads to an inability to see patterns easily and a consequential lack of confidence in being able to solve problems or understand why things are happening as they are.

ACTION FOR LOW SCORERS

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

Directional Clarity

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never			Almost Always	
	1	2	3	4	5
1. I believe that our personal energy needs a clear direction in which to flow.					
2. I generate a clear personal vision of what the future could be like.					
3. I can explain a mission or purpose in the most basic or simple terms.					
4. I believe that every goal needs a measurement system.					
5. I have a clear set of targets and priorities.					
6. I have a strong strategic sense of where to go next.					
7. If I can't see the ultimate goal, I find a nearer target or milestone to aim for.					
8. A well-painted picture of what the future could be is the most powerful motivator.					
9. I am quite happy to be “out in front” of a group or team.					
10. I can make an effective argument as to why we should go in a certain direction.					
11. I can summarize my key goals in one sentence.					
12. I find that people need to know where they are going, why, and how to get there.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

HIGH

Scales predominantly in the fours and fives (“almost always” and “very frequently”) suggest that you will effectively evaluate courses of action or “credible” paths to the future, and 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 scorer confidently and clearly sees and describes a credible destination, whether or not they are in a formal leadership position. They are likely to identify natural milestones and measures of progress, and assess the effort needed to succeed (which they communicate to others).

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you will select a direction or course of action on the basis of very limited, subjective

evaluation, and little determination of its “true” worth as a way to go. You are also likely to change direction frequently and follow a path of least resistance.

A low scorer has trouble identifying and establishing direction. As a result, in a leadership position, they point to the wrong target or several different targets (to hedge their bets), or fail to point the way at all, choosing to identify only short-term goals or incremental steps.

ACTION FOR LOW SCORERS

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

Creative Assimilation

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never			Almost Always	
	1	2	3	4	5
1. I analyze situations completely before making up my mind.					
2. People would say that I bring creative approaches to decision-making.					
3. It is more important to find key information than to have all the data.					
4. Finding time to quietly reflect and synthesize information is critical.					
5. I regularly play “devil’s advocate” when I evaluate courses of action.					
6. People would say that I am a lateral thinker.					
7. I am good at seeing connections between diverse ideas and concepts.					
8. I extrapolate from experience when facing new challenges.					
9. I put seemingly unrelated facts together to form new ideas.					
10. I highly value diversity of perspectives and opinions.					
11. I see a conflict or a problem as an opportunity to find a new solution.					
12. I encourage people to make decisions based on facts wherever possible.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

HIGH

Scales predominantly in the fours and fives (“almost always” and “very frequently”) suggest 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 tend to keep a flexible and open mind and look flexibly for other data that might create a new or different perspective.

A high scorer will be likely to enjoy thinking about diverse situations or ideas and, in fact, mentally juggles 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.

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you often evaluate information at face value and do not take time to reflectively

weigh the alternatives before acting. They are also likely to stick to tried and proven methods, rather than to invent new approaches for the sake of it.

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

ACTION FOR LOW SCORERS

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

Change Orchestration

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never			Almost Always	
	1	2	3	4	5
1. I look for opportunities for “step-change” interventions and continuous improvements.					
2. I break projects down into manageable components.					
3. I try to manage risks.					
4. I prefer to prepare a justification-and-impact report for significant change projects.					
5. I plan well ahead so that there are few surprises.					
6. I believe that it is critical to discuss how every individual will benefit from a project.					
7. I predict potential adverse reactions, and plan how to deal with them.					
8. My own behavior is adaptable and flexible to changing needs.					
9. I make sure that effective contingency plans are designed and available.					
10. I review and revise the assumptions that underlie any significant change plan.					
11. I tackle resistance to change quickly but fairly.					
12. I look for opportunities to recognize and celebrate successful change.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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HIGH

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

A high scorer tends to anticipate change as much as possible and take early proactive steps to be as prepared as possible. In addition, the high scorer 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.

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you tend to become caught

up in change situations and find it difficult to control them. You are also likely to find that such change has a range of unexpected twists and turns, to which there never seems to be any easy answers.

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

ACTION FOR LOW SCORERS

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

People Enablement

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never			Almost Always	
	1	2	3	4	5
1. I like to encourage people to come up with their own conclusions.					
2. I try to actively catch people doing something right and encourage them.					
3. I help and encourage people to take on tasks and goals that will challenge them.					
4. I create opportunities for potential leaders to take risks and test their competencies.					
5. I work with the people I lead to help them construct individual development plans.					
6. I know the capabilities of every person I lead.					
7. I give people plenty of room to stretch themselves and learn different skills.					
8. I believe that networking and relationship-building are key to getting things done.					
9. I follow through on my promises and commitments.					
10. I am someone people feel they can rely on.					
11. I openly recognize other people’s strengths and contributions.					
12. I have an “open door” policy to provide any coaching or guidance needed.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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HIGH

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

A high scorer tends to build high levels of trust and empathy, and creates 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.

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you are oblivious or unconcerned about people’s individual needs, preferring to focus more on goals and/or tasks. As such, you will rely

on systems and procedures to provide the necessary leadership framework, rather than have to spend time building one-to-one relationships yourself.

A low scorer comes across as “individualistic” and unable to trust people’s skills and abilities to achieve their goals and targets without strong “command and control.” The low-score person tends to spend little or no time sharing knowledge or coaching others, and does not make time to help and support the team when they need it.

ACTION FOR LOW SCORERS

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

Reciprocal Communication

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never		Almost Always		
	1	2	3	4	5
1. I openly demonstrate that feedback is the “breakfast” of effective leaders.					
2. I use multiple channels to get messages across to people.					
3. I communicate feelings as well as ideas.					
4. I like to grab people’s attention and focus them on the important issues in a discussion.					
5. I am able to get complicated ideas across clearly.					
6. I communicate excitement about future possibilities.					
7. I am good at “reading” other people.					
8. I am appreciated for my direct and clear communication style.					
9. I make sure my deeds match my words.					
10. I listen enthusiastically and positively.					
11. I encourage people to speak their minds openly and to share their concerns.					
12. I spend a lot of time checking my understanding and that of others.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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HIGH

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

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

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you miss opportunities to communicate when it would be helpful and you do not spend enough time designing the message or thinking about

how it might be optimally delivered. You are also likely to find little time to listen to feedback and adjust accordingly.

A low scorer tends to communicate on the run or just in time, allowing insufficient time to shape the message carefully or to think about who will receive it and how it is best delivered. Low scorers are likely to be perceived as poor communicators and poor listeners. They find it difficult to get their messages across credibly or in a way that inspires or entuses the team.

ACTION FOR LOW SCORERS

Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as a listener and as a communicator to others. They should 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 try to practice some of these habits wherever and whenever the opportunities present themselves.

Driving Persistence

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to lead effectively. The choice scales are as follows:

1 = almost never; 2 = occasionally; 3 = frequently; 4 = very frequently; 5 = almost always.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Never			Almost Always	
	1	2	3	4	5
1. I do not get discouraged, even when things get difficult.					
2. I have the courage of my convictions.					
3. I am passionate about some causes.					
4. I think that little of substance is ever achieved without consistent enthusiasm.					
5. People would describe me as being results-oriented.					
6. I believe that people can move mountains if they try.					
7. I am an assertive person.					
8. I constantly work to improve myself.					
9. I don't give up easily, even when the going is hard.					
10. I challenge mediocrity whenever and wherever it is in evidence.					
11. It is okay to fail, as long as you have given your best.					
12. People who know me well would say that I am stubborn in a healthy way, and tenacious.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

HIGH

Scales predominantly in the fours and fives (“almost always” and “very frequently”) suggest that you see obstacles or difficulties in a journey as inevitable. This means that you try to prepare yourself and/or others you are leading to either avoid or face an impact before refocusing on the original goals or aims and then relentlessly carrying on.

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

LOW

Scales predominantly in the ones and twos (“occasionally” and “almost never”) suggest that you expect problems or failure to some extent, and you therefore pursue goals or aims with less confidence than you should. When major

obstacles or problems do arise, you are therefore likely to accept this as inevitable, and give in or change course rather too quickly.

A low scorer tends 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 can become easily distracted or knocked off course by even minor issues or events.

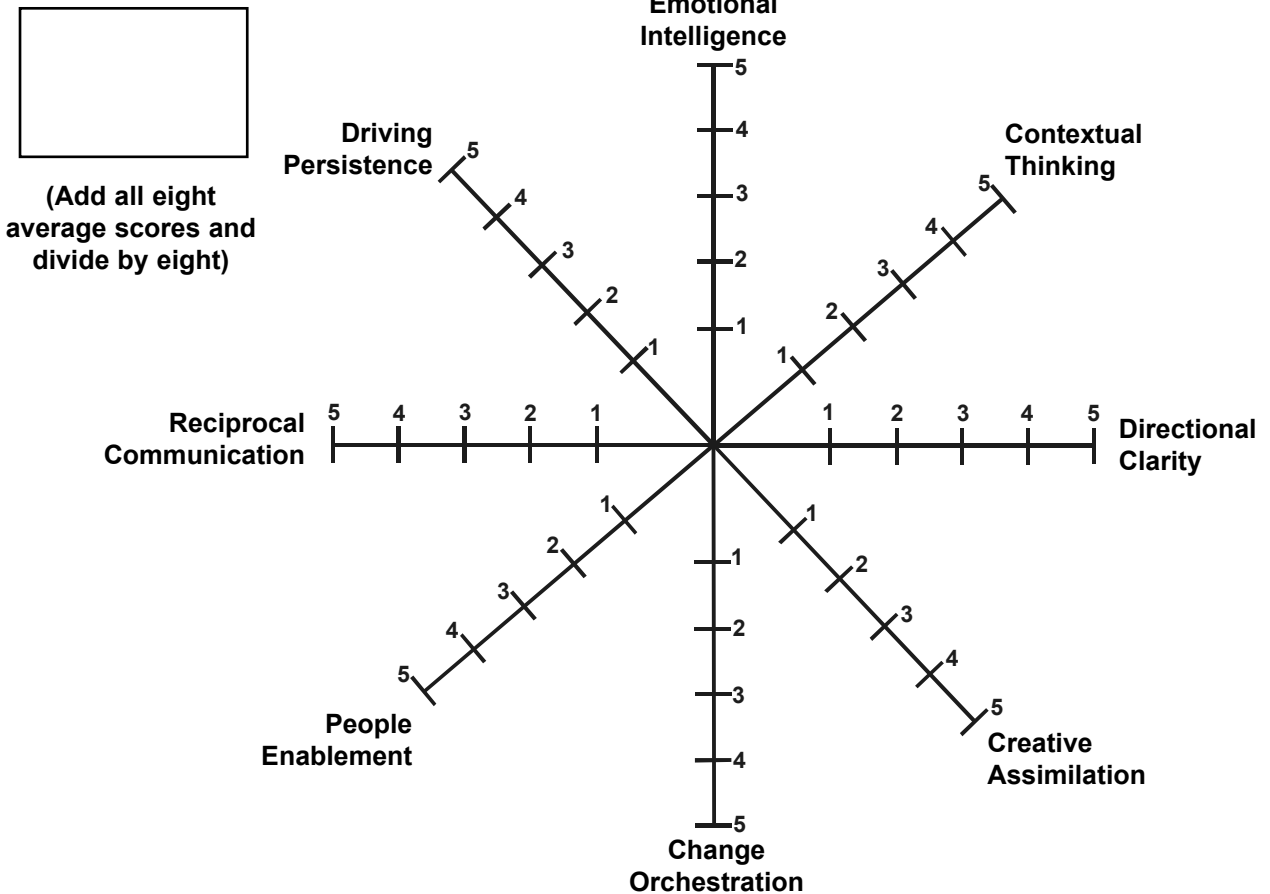
ACTION FOR LOW SCORERS

Low scorers need to try to only set goals or targets that can realistically be achieved and that they have the time and commitment to work toward 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.

General Interpretation

The scores from each of the eight competency areas on the previous pages will combine to create a small histogram when the blocks are shaded in. The composite score at the bottom of each competency is the average of the twelve scores (total scores in the category divided by 12). Averages of 4 or more in each competency area are good, scores of 2 to 4 should bear further thought and reflection, and scores of 2 or less are in need of attention and immediate focus.

Your total Leadership Effectiveness Score



Plot your average score in each competency area on each corresponding axis and connect the crosses to create a quick diagrammatic view of your overall Leadership Effectiveness. The closer your scores are to the outer edge, the better. Efforts to start to improving your Leadership skills can be concentrated where scores are lowest (and generally less than 3). The next two pages describe some specific strategies that you can think about.

Leadership Improvement Strategies

There is no one prescriptive strategy that will fit everyone's leadership situation. You must develop your own personal plan if you want to become a stronger, more effective leader. The information on these two pages provides a helpful guide. Be sure you review the suggestions in the competency areas you are weak in.

Emotional Intelligence	<ul style="list-style-type: none"> • Think deeply about your own personal values and share them with your colleagues. • Gather the opinions or views of people around you (your supervisor, peers, and team members). • Take time to quietly reflect on how you are perceived and how you personally feel about the feedback. • Try to use the feedback to plan how you might modify your behavior (building on the positives and lessening or eliminating the negatives). • Think about what you might be able to do to serve your fellow colleagues and team members more effectively.
Contextual Thinking	<ul style="list-style-type: none"> • Try to see beyond the immediate issue, situation, or problem by trying to establish a context or a clear "frame of reference." • Practice writing down any links or connections in your experiences by keeping a personal journal in which you record your thoughts, and look at improvements over time. • Read widely in order to look for broad trends and patterns among events, situations, communications, actions, etc. • Build a network of contacts outside the organization who can help you keep up-to-date and in touch with the latest thinking. • Whenever you don't understand or want to know more, openly ask why that is, and keep doing so as often as necessary.
Directional Clarity	<ul style="list-style-type: none"> • Take a longer-term perspective on the future than you might normally choose, and try to weigh the different alternatives that you identify in order to discover the best direction to take. • Engage people in your team directly in conversation about what they think the future might hold, and build this into your long-range planning and goals. • Develop four or five medium- to long-term goals on a single piece of paper that clearly describes a future vision and how it takes your organization positively forward. • Think about how you might optimally promote the advantages of taking this chosen course to different people, so you will win their support. • Identify one key process in your work area that could be improved by technology, and develop a plan to describe how this might be brought about.
Creative Assimilation	<ul style="list-style-type: none"> • Practice looking at issues, events, or problems from as many different points of view as you can. • Ask what would happen if something were to change dramatically. What would happen if this occurred at a future time, when things might 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, in order to change or alter the situation's character? • Program quiet time into your day in order to calmly reflect and synthesize data, evidence, and facts into information that you can use and act upon. • Look for unusual or different connections between seemingly diverse ideas and concepts. • Challenge your thinking and that of others so that the most innovative and creative solutions possible have been identified before action is taken.

Leadership Improvement Strategies

Change Orchestration	<ul style="list-style-type: none"> • Design regular time into your day or week to think about the medium- or long-term future (not just your daily or most-pressing issues or problems). • Imagine a range of possible outcomes or results that could come about in terms of future personal or organizational change. • Carefully consider what you might need to do now to accommodate the scenarios, if they were to occur. • Actively look for opportunities to introduce “step-change” initiatives, rather than small incremental improvements, whenever the benefits are clear to see. • Help others to come to terms with change, and challenge any resistance firmly but fairly at all times.
People Enablement	<ul style="list-style-type: none"> • 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 their strong general skills or competencies lie. • Find specific opportunities to empower individuals by giving them full responsibility for tasks and projects that you would normally handle yourself. • Engage in frequent “walk the talk” and one-to-one coaching in order to listen to people and to offer gentle guidance and support. • Engage colleagues in debate about your own responsibilities, skills, and preferences, and look for opportunities to work together more collaboratively in order to get a better overall result for your organization. • Plan regular opportunities for different people to work together as a team, and help them to achieve success (for which they can gain direct credit and recognition).
Reciprocal Communication	<ul style="list-style-type: none"> • Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible. • Use the information you gather to carefully plan what you say and how you say it, so that your message is well-received more often. • Experiment with different communication methods or channels in order to appeal to a wider range of people. • Keep a log or a diary to record performance feedback or comments, and make a point of talking to individuals in as direct a way as possible on a one-to-one basis. • Follow the main points or issues in all group meetings, and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.
Driving Persistence	<ul style="list-style-type: none"> • Make a careful note of the commitments and priorities that are important to you. • Plan how you will maintain your focus and energy in order to achieve success. • Practice being more assertive about your own needs by telling people about your important goals and informing them firmly that these cannot be compromised or put to one side in favor of issues that are less significant for you personally. • Look for opportunities to improve your skills and knowledge in many and different ways every day. • Always maintain the courage of your convictions, and demonstrate as much calm assured leadership as you can (even when you may inwardly feel the opposite).

“The superior leader gets things done with very little emotion. He imparts instruction not through many words, but through a few deeds. He keeps informed about everything, but interferes hardly at all. He is a catalyst, and though things would not get done as well if he weren’t there, when they succeed he takes no credit. And because he takes no credit, credit never leaves him.

LAO TZU, 604-531 B.C.

Personal Action Plan

My overall score is

Date of Action Plan: _____

The areas most in need of attention (in priority order) and their aggregate scores are:

	SCORE	COMPETENCY
1.	<input type="text"/>	_____
2.	<input type="text"/>	_____
3.	<input type="text"/>	_____

My specific plans for becoming more effective in Competency 1 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 2 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 3 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

In overall terms, I will stop doing or reduce my involvement in:

1. _____
2. _____
3. _____

Signature _____ **Date** _____

ABOUT THE AUTHOR

Jon Warner is a professional manager with over 20 years' experience working with multinational companies in the United Kingdom, Europe, the United States, and Australia. He has been the senior staff member in human resources departments, and has held several professional leadership positions with responsibility for large groups of employees. Jon has in recent years been involved in wide-ranging organizational consultancy work and the pursuit of best-practices leadership for such major organizations as Mobil Oil, Qantas, United Energy, Dow Corning, Coca Cola, Barclays Bank, National Bank, Honda, BTR, Gas and Fuel, Air Products and Chemicals, and Caltex.

Jon is managing director of Team Publications PTY Limited, an international training and publishing company committed to bringing practical and fun-to-use learning material to the worldwide training market, such as the One Page Coach® storyboard-based integrated training packages. He holds a master's degree in Business Administration and a Ph.D. in organizational change and learning, and lives and works on Australia's Gold Coast.

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