



Institute for
**SOCIAL AND EMOTIONAL
INTELLIGENCE**

Profile Report for:

Bob Jones

Date

**The Social and Emotional Intelligence
Profile
Workplace Edition**



Table of Contents

SECTION	PAGE
What Your SEQ Score Means	3
Four-Quadrant Model of Social and Emotional Intelligence	4
Social and Emotional Intelligence Profile	7
Social and Emotional Competencies Explained	
Emotional Self-Awareness	8
Accurate Self-Assessment	10
Personal Power	11
Behavioral Self-Control	13
Integrity	14
Innovation & Creativity	15
Initiative & Bias for Action	16
Achievement Drive	17
Realistic Optimism	18
Resilience	19
Stress Management	20
Personal Agility	22
Intentionality	23
Empathy	24
Organizational Awareness	25
Service Orientation	27
Communication	28
Interpersonal Effectiveness	30
Powerful Influencing Skills	32
Conflict Management	33
Inspirational Leadership	34
Catalyzing Change	35
Building Bonds	36
Teamwork & Collaboration	38
Coaching & Mentoring Others	39
Building Trust	40



Bob your SEIQ is 275 - Average, or Slightly Above

What Your SEQScore Means

You have average or slightly above average emotional intelligence. This is good, and yet there is still room for improvement. You are likely aware of your own emotions, and are using that information to some extent in deciding how to respond to challenging situations. You are also fairly sensitive to the emotional climate of the people around you – your family, friends, colleagues, and if you have them, your direct reports, supervisor, other employees, and key customers and clients. You are also probably somewhat aware of the effect your behavior has on others. To zero in on what needs improvement, check your section scores and ask yourself: In what areas am I the strongest (and celebrate yourself for these). In what areas do I need to improve? What situations generally create tension and stress for me? How am I handling these situations? What can I do differently? What negative thoughts play over and over in my mind on a regular basis? Are these a true picture of reality? If you work on gaining clarity in these areas, you will move toward greater success and effectiveness at work and greater happiness, and fulfillment in life. You have it in you so go for it!

Four-Quadrant Model of Social + Emotional Intelligence

Social and emotional intelligence is the ability to be aware of our own emotions and those of others, *in the moment*, and to use that information to manage ourselves and manage our relationships.

	Self	Other
Awareness	Self-Awareness	Other Awareness
	Emotional Self-Awareness (10 - Average)	Empathy (6 - Vulnerable)
	Accurate Self-Assessment (11 - Strong)	Organizational Awareness (13 - Strong)
	Personal Power (14 - Exceptional)	Service Orientation (10 - Average)
Management	Self-Management	Relationship Management
	Behavioral Self-Control (7 - Vulnerable)	Communication (13 - Strong)
	Integrity (12 - Strong)	Interpersonal Effectiveness (9 - Average)
	Innovation & Creativity (9 - Average)	Powerful Influencing Skills (13 - Strong)
	Initiative & Bias for Action (9 - Average)	Conflict Management (11 - Strong)
	Achievement Drive (15 - Exceptional)	Inspirational Leadership (13 - Strong)
	Realistic Optimism (12 - Strong)	Catalyzing Change (12 - Strong)
	Resilience (14 - Exceptional)	Building Bonds (7 - Vulnerable)
	Stress Management (8 - Average)	Teamwork & Collaboration (8 - Average)
	Personal Agility (10 - Average)	Coaching & Mentoring Others (7 - Vulnerable)
Intentionality (14 - Exceptional)	Building Trust (8 - Average)	

Four-Quadrant Model of Social + Emotional Intelligence

Personal Competence

These competencies determine how we manage ourselves:

Self-Awareness

Knowing one's internal states, preferences, resources and intuitions

- ✓ **Emotional Awareness:** Recognizing one's emotions and their effects
- ✓ **Accurate Self-Assessment:** Knowing one's strengths and limits
- ✓ **Personal Power:** A strong sense of one's self-worth and capabilities; having self-confidence; being assertive

Self-Management

Managing one's internal states, impulses and resources

- ✓ **Behavioral Self-Control:** Keeping disruptive emotions in check; impulse control
- ✓ **Integrity:** Maintaining high standards of honesty and ethics at all times
- ✓ **Innovation & Creativity:** Actively pursuing new approaches and ideas
- ✓ **Initiative & Bias for Action:** Readiness to act on opportunities
- ✓ **Achievement Drive:** Striving to meet a standard of excellence
- ✓ **Realistic Optimism:** Expecting success; seeing setbacks as manageable; persisting in achieving goals despite obstacles and setbacks
- ✓ **Resilience:** Perseverance and diligence in the face of setbacks
- ✓ **Stress Management:** Working calmly under stress and pressure
- ✓ **Personal Agility:** Readily, willingly, rapidly and effectively anticipating and adapting to change
- ✓ **Intentionality:** Thinking and acting "on purpose" and deliberately

Social Competence

These competencies determine how we handle relationships:

Social Awareness – Other Awareness

Awareness of others' feelings, needs and concerns

- ✓ **Empathy:** Sensing others' feelings and perspectives, and taking an active interest in their concerns
- ✓ **Situational Awareness:** Reading a group's emotional currents and power relationships; being able to "size up" a situation and plan an appropriate response
- ✓ **Service Orientation:** Anticipating, recognizing and meeting customers' needs



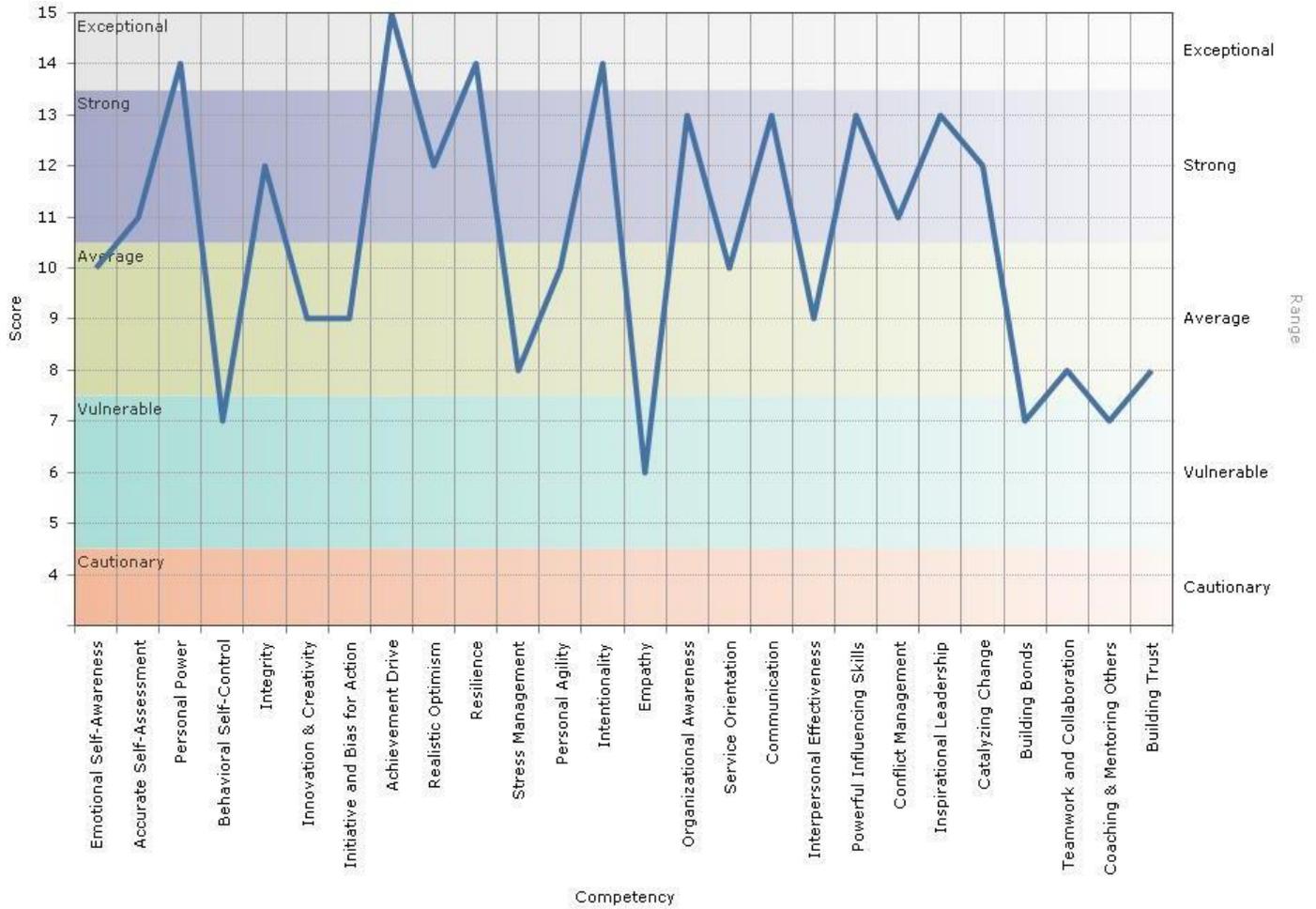
Social Skills – Relationship Management

Adeptness at inducing desirable responses in others

- ✓ **Communication:** Listening attentively and fostering open dialogue
- ✓ **Interpersonal Effectiveness:** Possessing diplomacy, tact and interpersonal skills, and knowing how to use them to ease transactions and relationships with others; the ability to relate well and build rapport with all people
- ✓ **Powerful Influencing Skills:** Wielding effective tactics for persuasion
- ✓ **Conflict Management:** Negotiating and resolving disagreements
- ✓ **Inspirational Leadership:** Motivating, guiding and mobilizing individuals and groups; articulating a clear, compelling and motivating vision for the future
- ✓ **Catalyzing Change:** Initiating, managing and leading change
- ✓ **Building Bonds:** Nurturing and maintaining relationships, cultivating a wide network; connecting with others on a deeper rather than superficial level
- ✓ **Teamwork & Collaboration:** Working with others toward shared goals. Creating group synergy in pursuit of collective goals
- ✓ **Coaching & Mentoring Others:** Identifying others' development needs and bolstering their abilities
- ✓ **Building Trust:** Being trustworthy and ethical when working and relating to others; ability to establish a bond of trust with others



Social + Emotional Intelligence Profile





Social + Emotional Competencies Explained

On this and the following pages are descriptions of each of the 26 competencies, including the characteristics of individuals with the competency, characteristics of people lacking the competency, and several development tips. If you find you are in the “cautionary” or “vulnerable” range, you might consider some of the development suggestions contained here. At the same time, don’t lose sight of your strengths. You will want to leverage these to maximize your success and your contribution to the organization.

Emotional Self-Awareness (10 - Average)

- noticing and being able to label your feelings, emotions, “gut-level” instincts or reactions; being able to connect these to their source; recognizing their effects on your mind and your body; using your feelings as a valuable source of insight and information about yourself, others and the situations around you

People with this competence

- ✓ Know which emotions they are feeling and why
- ✓ Realize, in the moment, the links between their feelings and what they think, do and say
- ✓ Recognize how their feelings effect their performance
- ✓ Are able to articulate their feelings and appropriately express them
- ✓ Can tell, in the moment, when they are getting upset

People lacking this competence

- ✓ May receive messages from their bodies such as chronic headaches, lower back pain, neck or shoulder pain, heart racing, sweaty palms, anxiety attacks or other signals but generally don’t pay attention to these signals or connect them to what might be causing these physical symptoms
- ✓ Fail to gain insight and information from what their bodies might be trying to tell them
- ✓ Get irritated, frustrated or angry easily, causing them to treat people in an abrasive way
- ✓ Fail to see that what they are doing or being asked to do might not be aligned with their personal goals and values
- ✓ Often feel stressed and out of balance in terms of their work, life, health and family



Development tips

- ✓ Regularly check in on your feelings. During the course of the day, schedule brief but frequent check-ins on what your body might be feeling, and check in on your emotional state as well
- ✓ If you find yourself clenching your teeth, tensing your shoulders, feeling worn out or worn down, stop and ask yourself what your body is trying to tell you – are you feeling strained? Stressed? Anxious? Fearful? Overwhelmed? Discouraged? Burned out?
- ✓ Name your emotions and connect them specifically to a source or to a situation, concern, or issue
- ✓ “Listen” to what your emotions might be telling you in that moment
- ✓ Use the information that bubbles up from inside, listen to your intuition to gain insight that could guide you in dealing with the issue or challenge
- ✓ Take the time to be introspective, to listen to that quiet inner voice. Put aside some of your goal-oriented activities and think. Take long walks, know your core values, and especially stop thinking of your emotions as irrelevant or messy. Our emotions are an essential source of valuable information

“Enlarge your consciousness. If your consciousness is small, you will experience smallness in every department of your life.” - Robert Pante

“Like an ability or a muscle, hearing your inner wisdom is strengthened by doing it.” - Robbie Gass



Accurate Self-Assessment (11 - Strong)

- an inner awareness of your strengths and limitations

People with this competence

- ✓ Are reflective and learn from experience
- ✓ Know their capabilities; know what they can do and what they can't do
- ✓ Are open to candid feedback, new perspectives, continuous learning and self-development
- ✓ Ask for help from others who might have more experience, knowledge or ability
- ✓ Have the ability to identify and target areas for improvement and change
- ✓ Demonstrate a desire to learn and grow

People lacking this competence

- ✓ Tend to want to appear "right" in front of others
- ✓ Fail to ask for help
- ✓ Compete with others instead of cooperating
- ✓ Exaggerate their own value and contribution
- ✓ Set unrealistic, overly ambitious and unattainable goals for themselves and others
- ✓ Push themselves hard, often at the expense of other parts of their lives
- ✓ Push others hard
- ✓ Tend to micromanage and take over instead of delegating ("if you want it done right . . .")
- ✓ Take credit for others' efforts
- ✓ Blame others for mistakes, even if they made them
- ✓ Cannot admit mistakes or personal weaknesses
- ✓ Can't accept feedback or criticism

Development tips

- ✓ Request feedback from time to time and accept it without becoming defensive
- ✓ Make it safe for people to give you feedback
- ✓ Be open to gaining new insights and learning new things
- ✓ Take an assessment instrument such as a communication style profile or Myers-Briggs to learn more about your strengths and development opportunities
- ✓ Analyze your strengths and weaknesses
- ✓ Ask others for their insights on your strengths and weaknesses
- ✓ Maintain an openness and commit to ongoing learning, growth and improvement
- ✓ Allow others to try new things, and create a safe environment for moderate risk-taking and failure
- ✓ Be realistic in taking on new projects, setting new goals and objectives



Personal Power (14 - Exceptional)

- a sense of self-confidence and an inner knowing that you can meet life's challenges and live the life you choose; the ability to have the difficult conversations in life, and to speak your truth quietly, sincerely, assertively and appropriately

People with this competence

- ✓ Have a calm inner conviction about who they are and their ability to get the things they want and need in life
- ✓ Believe they can set the direction of their lives, and do
- ✓ Are able to distinguish between the things they have control over in life and those they do not; and don't stress over the latter
- ✓ Define themselves from the inside out ("I'm capable," "I'm good at managing setbacks," "I'm pretty good at managing conflicts," "I'm creative") rather than from the outside in ("I'm a Vice President," "I'm a banker," "I'm a lawyer," or "I'm a doctor")
- ✓ Make things happen; don't believe in fate
- ✓ Feel in control of their lives
- ✓ Know what they want and go after it
- ✓ Are confident in themselves
- ✓ Can speak their truth and give voice to their convictions

People lacking this competence

- ✓ Avoid confrontations with people, even to get a problem resolved or when the confrontation might be best in the long run
- ✓ Have difficulty speaking truth to power
- ✓ Lack confidence in their own judgment
- ✓ Avoid going to the heart of an issue
- ✓ Hesitate to try new things
- ✓ Have difficulty defending their ideas
- ✓ Avoid challenges, give in too readily
- ✓ Question their own ability; often feel powerless
- ✓ Don't take risks or chances, even moderate ones
- ✓ Are unable to set boundaries or demand respectful treatment from others

Development tips

- ✔ Make a list of the things you've accomplished in your life; make a sincere effort to recapture the feelings you experienced when you achieved your goals
- ✔ Identify the things you excel in, tap into the emotions associated with those strengths
- ✔ Examine the causes of your lack of confidence or lack of personal power, i.e., is it a lack of skill in a new position? If so, seek out formal or informal training to boost your confidence. Is it a lack of experience? Seek the help of a mentor who will provide you with some guidance
- ✔ Take an assertiveness course or read a book on assertiveness
- ✔ Become aware of communication circumstances when you put yourself down or use language that suggests powerlessness or a lack of confidence. For example, be aware of allowing interruptions. Stop saying "I'm sorry" frequently; stop the "uptalk," that rising inflection at the end of a statement that makes you sound tentative. Become aware of weak language such as tag lines ("this is a good idea, isn't it?"), and modifiers (like "hopefully," and "I guess this is a good idea," or even "I'm just the front desk person," or "I'm only a beginner"). Our language teaches people how to treat us. If our language lacks power, we are perceived as lacking power and we are treated as lacking power. Enlist the help of a good communication coach to ensure your language has power
- ✔ Set and keep boundaries
- ✔ Move on from failures
- ✔ Identify those circumstances and situations where you can have influence and commit to making an impact in those areas
- ✔ Ask for the information you need
- ✔ Let go and stop trying to control situations over which you have no control or power
- ✔ Envision yourself as smart, competent, articulate, poised, and admired

Great Resources:

The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships, by Randy J. Paterson, Ph.D.,

You Can Have What You Want: Proven Strategies for Inner and Outer Success, by Michael Neill



Behavioral Self-Control (7 - Vulnerable)

- keeping disruptive emotions and impulses in check

People with this competence

- ✓ Manage their impulsive feelings and distressing emotions well
- ✓ Stay composed, positive, and unflappable even in trying moments
- ✓ Restrain negative reactions
- ✓ Think clearly and stay focused under pressure
- ✓ Maintain their stamina and performance in emotionally-charged situations
- ✓ Choose not to escalate a problem when attacked, provoked, or aggressively confronted by another
- ✓ When faced with hostility or opposition, remain “cool under pressure”

People lacking this competence

- ✓ React impulsively
- ✓ Get involved in inappropriate situations because they can't resist the temptation
- ✓ Respond to problems in a non-constructive way
- ✓ Are quick to anger
- ✓ Tend to be defensive
- ✓ May become angry, depressed or agitated when faced with conflicts and stress on the job (may even think of quitting)

Development tips

- ✓ Self-awareness is the first step
- ✓ Make a list of things that cause you to “lose it” – your triggers or “hot buttons”
- ✓ Write out a strategy to deal with each of these issues the next time they arise
- ✓ Remember, in the moment, to choose a more constructive response when issues come up in the future
- ✓ Watch your self-talk – tell yourself what it looks like to stay composed, stay focused & think clearly under pressure

“Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy.” - Aristotle

“He who blows his top loses all his thinking matter.” - Chinese proverb

“As human beings, our greatness lies not so much in being able to remake the world... as in being able to remake ourselves.” - Mahatma Gandhi



Integrity (12 - Strong)

- maintaining high standards of honesty and ethics at all times; living our values

People with this competence

- ✓ Act ethically and are above reproach
- ✓ Do what's right, even if it's not personally rewarding
- ✓ Build trust through their reliability and authenticity
- ✓ Admit their own mistakes and confront unethical actions in others
- ✓ Maintain an authentic openness with others about their values, beliefs, feelings, and actions
- ✓ Take tough, principled stands even if they are unpopular
- ✓ Keep their word, commitments and promises
- ✓ Are honest and give true, accurate information
- ✓ Treat all people fairly, no matter their place in the organization

People lacking this competence

- ✓ Haven't sorted out their own opinions and feelings of what's right and what's wrong
- ✓ Do what is most expedient rather than what is right
- ✓ Show little independence of thought – are easily influenced by others
- ✓ Tend to respond to the needs of the moment and don't challenge the way things are done, even if they go against their established values

Development tips

- ✓ Know your values and the principles you feel most strongly about
- ✓ Write them down, and keep them in a visible place (calendar, desk)
- ✓ Write a paragraph or two, exploring whether your behavior is consistent with your values
- ✓ Ask yourself what you need to do differently to live more genuinely and be true to, and in integrity with, your values and beliefs
- ✓ Figure out ways you can tell your truth
- ✓ Review your values often

"The truth of the matter is that you always know the right thing to do. The hard part is doing it." - General Norman Schwarzkopf



Innovation & Creativity (9 - Average)

- being open to and actively pursuing novel ideas and new approaches

People with this competence

- ✓ Seek out fresh ideas from a wide variety of sources
- ✓ Are open to and consider new and original solutions to problems
- ✓ Ask lots of questions to generate new ideas; encourage others to brainstorm & think out loud
- ✓ Take fresh perspectives and risks in their thinking
- ✓ Question accepted practices, patterns and assumptions
- ✓ Strive to find new ways of doing things; strive to see things newly; are curious
- ✓ Are flexible and adaptable; view “failure” as “feedback” (“well, that’s one idea that doesn’t work; let’s try something else”) and don’t beat themselves up about it

People lacking this competence

- ✓ Worry and become anxious when they have to shift priorities or deal with change
- ✓ Respond negatively to new situations and complain
- ✓ Are inflexible in how they see things
- ✓ Are hesitant to take on new challenges
- ✓ Can’t change track when confronted with changing circumstances

Development tips

- ✓ Call on all your thinking capacity for generating ideas – feelings, hunches, intuition – the opposite of creativity is strict cognitive thinking
- ✓ Use all your senses and brainstorm, generate lots of ideas, options and possibilities when approaching a challenge; don’t edit your ideas or censor yourself
- ✓ Ask yourself “what if” questions
- ✓ Take time off – we can’t be creative when we are exhausted by too many demands
- ✓ Clear your space and de-clutter – this enhances creativity
- ✓ Cultivate an attitude of curiosity in all things; if something strikes a spark of interest, explore it
- ✓ Explore your polarity – that is, explore the opposite (i.e., if you’re an extrovert, learn to experience the world as an introvert; if you’re analytical, tap into and trust your intuition)
- ✓ Allow yourself to be surprised by something every day

Great Resources:

Creativity: Flow and the Psychology of Discovery and Invention, by Mihaly Csikszentmihalyi

A Whack on the Side of the Head: How You Can Be More Creative, by Roger VanOech

Six Thinking Hats, by Edward De Bono



Initiative & Bias for Action (9 - Average)

- being proactive and persistent; being ready to act on opportunity

People with this competence

- ✓ Are ready to seize opportunities - or create them - rather than simply wait
- ✓ Pursue goals beyond what's required or expected of them
- ✓ Cut through red tape and bend the rules when necessary to get the job done
- ✓ Mobilize others through unusual, enterprising efforts
- ✓ Act before being forced to by external circumstances
- ✓ Want more from their job than a paycheck, and more from life as well
- ✓ Consistently strive to do more, be more, and experience new heights

People lacking this competence

- ✓ Procrastinate and fall behind
- ✓ Need direction to get things done
- ✓ Tend to resist work outside their immediate areas of responsibility – have a “that’s-not-my-job” mentality
- ✓ React to events rather than be proactive, and as a result, often find themselves operating in crisis mode
- ✓ Give up easily
- ✓ Do not plan ahead
- ✓ Postpone decisions, miss opportunities and tend to be overly cautious, tentative and unwilling to take risks

Development tips

- ✓ Overcome procrastination – whatever you need to do, “chunk it down” into manageable pieces to mobilize and get started
- ✓ Focus on how you can do something rather than on why or how you can't - move from victim to victor – seize the opportunity, carpe diem!
- ✓ Examine what's holding you back – frenzied work hours? Stress? Overwhelm? Resentment? A drive for perfection? Identify it and deal with the root cause
- ✓ Try “time-boxing” – allocate a set period of time to a task and see how far you get (“I will de-clutter my desk for 10 minutes” or “I will outline this report and write for one hour” or “I will answer email for 30 minutes”)
- ✓ Do the worst part of a job first and get it out of the way – the rest will be a breeze

“People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them.” - George Bernard Shaw

“You can't build a reputation on what you are going to do.” - Henry Ford

“A year from now you will wish you had started today.” - Unknown

“Well done is better than well said.” - Ben Franklin

Great Resource: *Getting Things Done*, by David Allen



Achievement Drive (15 - Exceptional)

- having high personal and professional standards, and striving to improve or meet new, higher standards of excellence; continuously learning

People with this competence

- ✓ Are results-oriented, with a high drive to meet their objectives and standards
- ✓ Set “stretch goals” - challenging yet reachable
- ✓ Take moderate, calculated risks
- ✓ Pursue information to reduce uncertainty and find ways to do better
- ✓ Learn how to improve their performance

People lacking this competence

- ✓ Tend to avoid firm, fixed standards of performance, whether actively and overtly or passively and covertly
- ✓ Work without regard to expectations and do not push themselves
- ✓ Often do the minimum to get by
- ✓ Don't take goals seriously, and if pressed to make them, set easy goals they can effortlessly attain or impossible goals they fail to meet (so they can say “I told you so”)
- ✓ Accept the status quo, don't “rock the boat”
- ✓ Do what's required of them and no more
- ✓ May get the work done when goals are set for them, but don't demonstrate an interest in working independently to an internal standard of excellence

Development tips

- ✓ Set goals and standards of excellence
- ✓ Get in touch with the emotional pull of what you want to achieve and why – what do you gain by going the extra mile? What do you lose by not taking action or going for more?
- ✓ Establish moderate rewards for achieving your goals
- ✓ Make your goals “SMART” – specific, measurable, achievable, realistic and timed; work with a GANTT chart or other means of measuring progress
- ✓ Keep a daily log of your achievements
- ✓ Take at least one step each day toward your goals

“Life is no brief candle for me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.” - George Bernard Shaw

“A dream is just a dream. A goal is a dream with a plan and a deadline.” - Harvey Mackay



Realistic Optimism (12 - Strong)

- expecting success rather than failure, seeing an opportunity rather than a threat; seeing others positively; expecting the future to bring positive change, that things will be better

People with this competence

- ✓ See obstacles and bad events as temporary, surmountable, challenges to overcome
- ✓ Have a self-talk style that springs from an outlook of expecting success
- ✓ Believe not only that they can succeed but also that they will succeed
- ✓ Apply this belief to all they do, not just to a single task
- ✓ Operate from a mindset of success rather than fear of failure
- ✓ See success as a function of people's motivation and ability
- ✓ Believe bad events are not their fault; rather they are just inevitable external realities they can surmount
- ✓ Are unfazed by defeat, and when confronted by a bad situation, they perceive it as a challenge and try harder
- ✓ Do not see setbacks as a personal flaw; rather, they see setbacks as temporary
- ✓ Do better at work, in school, on the playing field, and in life
- ✓ Enjoy better health; and may even live longer, according to recent research

People lacking this competence

- ✓ Expect the worst
- ✓ See setbacks as pervasive, always present and indicative of their entire life
- ✓ Give up more easily
- ✓ Are prone to depression; their health can suffer
- ✓ Believe bad events will last a long time, will undermine everything they do, and that misfortune is their own fault
- ✓ Attribute success to luck rather than their own capabilities
- ✓ Feel helpless and listless much of the time

Development tips

- ✓ Tune into your self-talk about the adversity in your life
- ✓ Examine your beliefs about the adversity, or how you interpret it
- ✓ Take note of your feelings about these beliefs – do you feel sad, anxious, guilty? Note that pessimistic explanations result in passivity and dejection and optimistic explanations energize you
- ✓ Dispute the negative beliefs; don't allow them to become habitual or circle endlessly through your mind (i.e., "this is absurd, I'm blowing things out of proportion")
- ✓ Look for evidence or alternative explanations to dispute negative beliefs ("There's no evidence here that I'm a failure; I just messed up this time.")
- ✓ "De-catastrophize" (term borrowed from Dr. Martin Seligman, see Resource section)

"Optimist: A man who gets treed by a lion but enjoys the scenery." – Walter Winchell

Great Resource: *Learned Optimism*, by Martin Seligman, Ph.D.

Resilience (14 - Exceptional)

- Perseverance and diligence in the face of setbacks

People with this competence

- ✓ Bounce back from adversity and disappointments
- ✓ Know how to cope in spite of setbacks, barriers or limited resources
- ✓ Are willing and able to overcome obstacles to get what they want
- ✓ Are flexible and adaptable
- ✓ See setbacks as temporary and failures as isolated and short term

People lacking this competence

- ✓ See failure as permanent
- ✓ Demonstrate inflexible thinking
- ✓ Tend to dwell in the past, get “stuck” in the past and can’t move forward
- ✓ Experience a great deal of negative “self-talk” (“what were you thinking?” or “you’ll never come back from this one”)

Development tips

- ✓ For starters, practice healthy living – we can’t be resilient if we’re lacking sleep, are stressed, or mal-nourished.
- ✓ Build in periods of rest and renewal so you can face life’s inevitable tough times with strength
- ✓ Challenge the negative “self-talk” – ask yourself, “what’s my real belief here?” and “is there any evidence behind this self-doubt?”
- ✓ See setbacks as temporary and disappointments as isolated, short term and specific to the circumstance, not as permanent or applicable to all situations
- ✓ Seek support from others in your life – encircle yourself with helpful family and friends – you don’t have to go it alone
- ✓ Read biographies of resilient people and learn from them

“If at first you don’t succeed, you’re running about average.” - Unknown

“Show me someone who has done something worthwhile, and I’ll show you someone who has overcome adversity.” - Lou Holtz

“Your choice: victim or victor.” - Unknown



Stress Management (8 - Average)

- working calmly under stress and pressure

People with this competence

- ✓ Are immediately aware of their feelings of rising stress
- ✓ Know that stress in life is inevitable and can calm themselves and deal with it productively
- ✓ Are able to influence stressful events and act to improve the immediate situation
- ✓ Have the ability to maintain composure and control aggressive, hostile and irresponsible behavior
- ✓ Know when to push back hard and when to let go
- ✓ Have vitality and strength in them
- ✓ Have developed a high tolerance for frustration and “don’t sweat the small stuff”

People lacking this competence

- ✓ Tend to view stress as external events; they don’t realize that stress is our reaction to external events
- ✓ Develop somatic (bodily) responses to stress (anxiety, tension, nervous laughter, dry mouth, moodiness, irritability)
- ✓ Are unable to concentrate, become forgetful, can’t think clearly
- ✓ Tend to worry about the future
- ✓ Act impulsively
- ✓ Have a low tolerance for frustration and engage in unpredictable, sometimes explosive, abusive or self-defeating behavior



Development tips

- ✓ Recognize that stress is a part of daily life and think of it as a chance to grow
- ✓ Become aware – in the moment - of your own reactions to stress and choose a healthier response
- ✓ Expect change; learn to anticipate and tolerate uncertainty
- ✓ Find a relaxation technique that works for you and practice it regularly (i.e., deep breathing, meditation, relaxation tapes, listen to music, take a walk, take up yoga, take up a hobby, read a book or see a movie to get your mind off things, get a massage, exercise, do Tai Chi, visualize a happy, stress-free time and make a genuine attempt to re-activate those feelings of relaxation and no stress)
- ✓ Seek support from others
- ✓ Develop assertive behaviors, speak up on your own behalf, there's no need to accept abusive or bullying behavior
- ✓ Be healthy. Exercise regularly and eat a balanced diet daily; take care of yourself
- ✓ Talk with friends or someone you can trust about your worries/problems
- ✓ Budget your time wisely. Leave enough time to get to your destination (the airport, your next meeting) so you aren't feeling stressed while getting there
- ✓ Plan ahead, avoid procrastination, set boundaries on your time and insist that others honor them
- ✓ Set realistic goals, prioritize, do your best and let it go at that
- ✓ Try not to control everyone and everything; assume control only over what's within your control
- ✓ Stop blaming yourself
- ✓ Focus on the positive and the good

"What madness is it in expecting evil before it arrives?" - Marcus Annaeus Seneca

"Reality is something you rise above." - Liza Minnelli



Personal Agility (10 - Average)

- the ability to anticipate and respond rapidly to changing conditions; acknowledging we live in an era of global permanent change, agility means taking a proactive approach to change, anticipating challenges and opportunities, a willingness to rethink past assumptions, and readily, willingly, rapidly and effectively adapting to change

People with this competence

- ✓ Manage changing situations and transitions with ease
- ✓ Examine situations from many perspectives
- ✓ Anticipate the need for change before it is imposed
- ✓ Strategically and proactively embrace change
- ✓ Are willing to rethink their assumptions
- ✓ Are adaptable, flexible and respond rapidly in the face of change
- ✓ Learn from experience
- ✓ Adjust their approach to meet the demands of ever-changing situations

People lacking this competence

- ✓ Lack the perspective to deal with changing realities
- ✓ Deny, ignore, and/or resist change as it occurs around them
- ✓ Are unwilling to explore or be open to the new possibilities that change may bring
- ✓ Lack the ability to anticipate and adapt to change
- ✓ Blame others for changing circumstances
- ✓ Maintain an inflexible attitude in the face of change

Development tips

- ✓ Acknowledge the normal human responses (phases) of change - denial, resistance, exploration, and new beginnings - and make a commitment to maintaining an open mind toward change and its phases - Ask questions, seek out information, maintain a “big-picture” view of world realities, anticipate changes before they occur, and brainstorm possible approaches to dealing with change
- ✓ Recognize what is fiction and what is fact – differentiate what you want to happen from what will or is happening
- ✓ Acknowledge what is within your control and what isn't, and focus on what you can control
- ✓ Seek out people who can provide you with support during transitions
- ✓ Be willing to try out new ideas. Be willing to question long-held assumptions

“It is not the strongest of the species that survive, nor the most intelligent, but those most responsive to change.” - Charles Darwin

Great Resources:

Transitions: Making Sense of Life's Changes, by William Bridges

Leadership Agility, by Bill Joiner and Stephen Josephs



Intentionality (14 - Exceptional)

- thinking and acting “on purpose” and deliberately; knowing what it takes to control your own outcomes, your own destiny

People with this competence

- ✓ Make decisions and take action in a manner consistent with their goals and values
- ✓ Manage distractions and keep focused on their objectives
- ✓ Make a consistent effort to bring about the things they want to make happen
- ✓ Are clear about what they want to make happen in their lives, in their careers, in a particular week, or in a particular meeting
- ✓ Act deliberately to achieve the outcomes they want

People lacking this competence

- ✓ Fail to set goals and adhere to them
- ✓ Allow themselves to be tossed about by the prevailing winds of life or the day
- ✓ Allow themselves to become distracted from what they ideally want to achieve, whether that’s their ideal life, finding their ideal position or career, or being intentional and deliberate in choosing friends or a mate in life
- ✓ Are unclear about the outcomes they seek, and fail to plan to achieve specified outcomes

Development tips

- ✓ Become actively intentional; step back and ask yourself “What do I ideally want to have happen here?” (in this meeting, in this day, in the week ahead)
- ✓ Give yourself permission to actively set an intention for what you want and go after it
- ✓ Allow yourself the astonishment and joy of actively and consistently creating richer, more meaningful and more loving interactions, closer friendships and bonds with others, greater success at work, with your teams, direct reports and other colleagues
- ✓ Don’t allow yourself to be distracted from your goals and intentions
- ✓ Know what you want and put a plan in place to make it happen
- ✓ Solicit help and support as needed to bring your intentions to fruition
- ✓ Adopt the belief that you are in control of your destiny

“Control your destiny, or someone else will.” - Jack Welch

“We are not creatures of circumstance; we are creators of circumstance.” - Benjamin Disraeli

“The difference between great people and everyone else is that great people create their lives actively, while everyone else is created by their lives, passively waiting to see where life takes them next. The difference between the two is the difference between living fully and just existing.” - Michael Gerber

“Destiny is not a matter of chance, it is a matter of choice.” - William Jennings Bryan

“It is always your next move.” - Napoleon Hill

Empathy (6 - Vulnerable)

- sensing others' feelings and perspectives, and taking an active interest in their concerns; the ability to put yourself in another's place and to take that perspective into account in your relationship with the other person

People with this competence

- ✓ Are attentive to and able to attune to a wide range of emotional signals
- ✓ Listen for and sense the felt, but unspoken emotions in a person or group
- ✓ Show sensitivity to and understand others' perspectives and feelings – they can “walk a mile in the other person's moccasins”
- ✓ Are able to help the other person or the group based on an accurate understanding of their needs and feelings

People lacking this competence

- ✓ Stereotype others
- ✓ Show no understanding, or misunderstand, or are surprised by others' feelings or actions
- ✓ Often come into conflict
- ✓ Cannot “read” people and what they are thinking and feeling
- ✓ Tend to act without considering how others might feel about something
- ✓ Come across as indifferent or uncaring

Development tips

- ✓ Listening is the key to empathy. Quiet your mind, still the inner clamor, and listen deeply for more than the other person's words. Listen for the other person's needs (i.e., to be respected, to be included, to be acknowledged?)
- ✓ Identify underlying concerns that are not explicitly stated by others
- ✓ Hear the emotions that accompany an expressed statement
- ✓ Listen when someone approaches you to express their feelings (don't be so busy you can't talk with the other person about what's important to them; don't brush them off)
- ✓ Acknowledge what you think you've heard. Paraphrase, repeat back, and clarify the emotions you think you are hearing (i.e. “Sounds like you're feeling frustrated,” or “Sounds like you're pretty excited by this project”)
- ✓ Withhold your judgments; when tempted to criticize or dismiss the opinions of another, stop. Step back and consider, on an emotional level as well as a cognitive level, what the other person may be experiencing and what merits another's point of view may have

“If there is any great secret of success in life, it lies in the ability to put yourself in the other person's place and to see things from his point of view – as well as your own.” –Henry Ford

“When dealing with people, remember you are not dealing with creatures of logic, but creatures of emotion.” - Dale Carnegie

“Maturity begins to grow when you can sense your concern for others outweighing your concern for yourself.” - John MacNaughton



Situational Awareness (13 - Strong)

- reading social and political currents in organizations, on teams, in their businesses, their communities, their schools, and their neighborhoods.

People with this competence

- ✓ Accurately read key power relationships
- ✓ Detect crucial social networks
- ✓ Understand the political forces at work in an organization, the forces that shape views and actions of clients, customers, or competitors
- ✓ Accurately read the guiding values and unspoken rules that operate in an organization
- ✓ Accurately read the external forces and realities operating on that organization
- ✓ Are aware of power relationships, and can make use of both formal and informal power structures and dynamics
- ✓ Are effective at influencing organizational events
- ✓ Don't violate organizational norms

People lacking this competence

- ✓ Find it difficult to get things done in the organization
- ✓ Unwittingly offend organizational norms and individuals
- ✓ Are surprised by organizational events
- ✓ Make mistakes due to misunderstanding the organizational structure
- ✓ Act in ways that are not appropriate in the organization, the community, the neighborhood, the workplace, the family, etc.



Development tips

- ✓ See the value of paying attention to what's going on in your organization; understand that to be successful and get things done, you need to be tuned in
- ✓ Identify and get to know people who influence policies, decisions and activities,
- ✓ Know the history of your organization (or particular department or team)
- ✓ Listen carefully as your colleagues describe people they view as effective and ineffective
- ✓ Identify the characteristics and behaviors of individuals who are successful in the organization
- ✓ Have informal conversations with co-workers, and try to get their perspective on how things get done
- ✓ Learn the unspoken organizational constraints, actions and behaviors that get new initiatives turned down, and the behaviors and actions that will gain support for your new initiatives
- ✓ Recognize the informal structures, procedures and practices that support getting things done
- ✓ Identify people who have risen rapidly through the organization, and get to know them. Visit with them to learn how they have become successful
- ✓ Consider debriefing with a trusted colleague after meetings to gain their perspective
- ✓ Have breakfast or lunch with people in the organization who are perceived to be influential, and learn from them how they operate within the organization
- ✓ Remember: this competency is empathy on an organizational scale. Truly listen to what goes on at the organizational level, and demonstrate your commitment to organizational success

"Individual commitment to a group effort-that is what makes a team work, a company work, a society work, a civilization work." - Vince Lombardi

"We must all hang together, or assuredly, we shall all hang separately." – Benjamin Franklin

Service Orientation (10 - Average)

- anticipating, recognizing, and meeting others' needs, including customers' needs (both internal and external customers)

People with this competence

- ✓ Understand customers' and clients' needs and match them to services or products
- ✓ Monitor and seek ways to increase customers' satisfaction and loyalty
- ✓ Gladly offer appropriate assistance; make themselves available
- ✓ Foster an emotional climate in their organizations so that people directly in touch with the customer or client will keep the relationship on the right track
- ✓ Grasp others' perspectives, readily, and can respond and act appropriately

People lacking this competence

- ✓ Focus on their own objectives rather than others' needs
- ✓ Provide routine or "off-the shelf" solutions and ideas
- ✓ Speak poorly of others
- ✓ Refuse to take a stand on behalf of another person
- ✓ Fail to provide extra help (or even any help at all)
- ✓ "Pass the buck"
- ✓ May be discourteous

Development tips

- ✓ Look for opportunities to be helpful, to be of service, to both internal as well as external customers
- ✓ This goes for executives and leaders also; adopt a servant leader approach in managing employees
- ✓ Anticipate and be aware of the needs of others; plan ahead to meet people's needs if possible
- ✓ Create a culture of service by modeling the behavior
- ✓ Ask questions to understand another's needs; act on or agree to a course of action
- ✓ Under-promise and over-deliver; do more than expected
- ✓ Follow through; check to ensure satisfaction
- ✓ Conduct customer satisfaction surveys and needs surveys

"The best job goes to the person who can get it done without passing the buck or coming back with excuses." - Napoleon Hill



Communication (13 - Strong)

- listening deeply and openly and sending clear, credible, convincing messages

People with this competence

- ✓ Are effective in give-and-take, registering emotional cues in attuning their message
- ✓ Deal with difficult issues straightforwardly
- ✓ Listen well, seek mutual understanding, and welcome sharing of information fully
- ✓ Foster open communication and stay receptive to bad news as well as good
- ✓ Communicate clearly, and in a logical, organized manner
- ✓ Speak effectively in front of large groups
- ✓ Listen to feedback without becoming defensive

People lacking this competence

- ✓ Fail to listen, interrupt, and find fault with what others say
- ✓ Are difficult to connect with; are unapproachable. Others may prefer to avoid bringing them tough issues or bad news
- ✓ Tend to communicate with ridicule, threats or emotional outbursts
- ✓ Lack consideration and tact when expressing opinions
- ✓ Fail to ask others for their opinions
- ✓ Are unwilling to change their opinions
- ✓ May express their ideas or opinions in a dogmatic manner
- ✓ Are unable to establish rapport with others



Development tips

- ✓ Approach people in a positive manner; be open to and verbally welcome their ideas and opinions
- ✓ Build bridges of understanding and cooperation; seek out common interests and goals and speak to those
- ✓ Listen for and customize your communication to the needs of other individuals (i.e., if they need data to make a decision, let them take the time they need to become comfortable with the data; if they need to be acknowledged, recognize them)
- ✓ Ask a lot of open-ended, unbiased, neutral questions that lead the conversation in a positive direction
- ✓ Seek first to understand what the other person is saying; ask questions to clarify; repeat back and paraphrase what you think you heard; convey that you have heard them (they won't hear you until you hear them)
- ✓ Maintain composure; keep your communication constructive. Convey your intent to help and support and not diminish, put down or make the other person wrong
- ✓ Communicate clearly and completely; plan your messages ahead of time to ensure the best delivery and reception
- ✓ Express appreciation often and with genuine sincerity

"Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment." – Benjamin Franklin

"Genuine listening means suspending memory, desire and judgment – and, for a moment at least, existing for the other person." - Michael P. Nichols

"It's good to shut up sometimes." - Marcel Marceau



Interpersonal Effectiveness (9 - Average)

- being attuned to others, demonstrating compassion and sensitivity, putting others at ease, and having the ability to relate well and build rapport with all kinds of people; having diplomacy, tact and interpersonal skills, and knowing how to use them to ease transactions and relationships with others

People with this competence

- ✓ Know how the social world works, know what is expected in social situations, and pick up on social signals
- ✓ Take a genuine interest in, and are curious about, other people; they want to know who they are, what they do, and how they think
- ✓ Have exceptional listening skills, and listen for what's not being said as much as for the spoken words; they listen for understanding, without interrupting, without judgment
- ✓ Ask far more open-ended, clarifying questions than individuals lacking this skill
- ✓ Meet people where they are so they can ease interpersonal transactions and get done what they need to get done
- ✓ Interact smoothly with others, even at the nonverbal level
- ✓ Demonstrate skill in building and mending relationships
- ✓ Understand and respect cultural, religious, gender, socioeconomic and cultural differences
- ✓ Share information with others, and obtain more information in return
- ✓ Know others' communication styles and relate to others using the optimal approach
- ✓ Understand and use diplomacy and tact in relating with others
- ✓ Have a contagious positive, enthusiastic attitude; quickly put people at ease
- ✓ Can match and mirror cues from others to demonstrate understanding. Have the ability to build rapport
- ✓ Have the ability to defuse high-tension situations with ease

People lacking this competence

- ✓ Have difficulty relating to others; "rough around the edges"
- ✓ Have an approach to people that tends to "chill" the transaction
- ✓ May be arrogant, insensitive, distant, unapproachable, impatient, too intense, too quick to get to the agenda, and/or too busy to pay attention
- ✓ May devalue others and dismiss their contributions, demonstrating a lack of respect
- ✓ Fail to listen and instantly jump in with their opinions, solutions, and conclusions
- ✓ Are overly directive and sharply reactive toward others. Often tell others what to do
- ✓ Are unable to "read" other people and don't take the time to build rapport



Development tips

- ✓ Focus on other people first, remember Stephen Covey's habit of highly effective people, "Seek first to understand."
- ✓ Understand that people come in different styles - take a DISC profile or Social Styles inventory, or Myers Briggs, and learn to "read" others and enhance your ability to approach others with the appropriate interpersonal skills. Become skilled in using all types of interpersonal skills, know and understand the people you relate with, and select the interpersonal approach that is most comfortable for them, not for you
- ✓ Take a 360 that measures interpersonal skills, or ask for honest feedback from others whom you trust. Do you come across as arrogant, insensitive, distant, unapproachable, impatient, too intense, too quick to get to the agenda or task at hand, or are you too busy to pay genuine attention to others?
- ✓ Take a course or read a book on listening, and learn to truly listen to others – not only what they are saying, but what they are not saying. Listen for what motivates them, what they need from you in this moment; listen for their emotional state
- ✓ Pay attention to how people respond to you. Do they look uncomfortable? Do they back up, check their watch, look away for a way to escape? Do they appear nervous, stumble over their words, fidget with their papers or personal items? Work triply hard to observe others' reactions to you
- ✓ Share information. Share the "why behind the what." Confide how you arrived at your thinking and conclusions, and more importantly, invite others to share their thinking and ideas
- ✓ Manage your non-verbals. People respond more positively to individuals who are smiling and calm, who nod while the other person is talking, who speak in a pleasant tone, not too rapidly or forcefully, whose body language and face indicate an openness, individuals who appear relaxed and welcoming

"I will pay more for the ability to deal with others than for any other ability under the sun." - John D. Rockefeller

Powerful Influencing Skills (13 - Strong)

- wielding effective tactics for persuasion

People with this competence

- ✓ Are skilled at winning people over
- ✓ Fine-tune presentations to appeal to the listener
- ✓ Use complex strategies like indirect influence to build consensus and support
- ✓ Are masterful storytellers, grabbing the attention of others and imparting information that grabs attention and makes people want to hear more
- ✓ Orchestrate dramatic events to effectively make a point
- ✓ Are able to persuade, convince or impact others to get them to support their agenda

People lacking this competence

- ✓ Work independently and at times, against the group or other individuals
- ✓ Do not leave a positive or memorable impression
- ✓ Are ineffective in persuading or convincing others of a common vision and direction
- ✓ Do not respond to their audience, even tend to alienate
- ✓ Are unable to successfully defend their ideas if challenged
- ✓ Fail to inspire confidence or earn respect
- ✓ Come across as opinionated and dull

Development tips

- ✓ Identify influence opportunities; discuss influencing strategies with others (especially those who are skilled at influence); listen and be open to learning new approaches to communicating with others about these opportunities
- ✓ Learn how to develop a rapport with others so they will be more open to your communications
- ✓ Know when to be assertive, when to make suggestions and when to ask questions
- ✓ Identify what motivates others, and craft a message that appeals to those motivations
- ✓ Be clear about what exactly you want to influence, and plan your messages ahead of time
- ✓ Develop ways of expressing what you want to say at key points in an influencing conversation
- ✓ Frame your messages to appeal to and make sense to the other person
- ✓ Consider in advance what some objections might be, and how you might overcome them
- ✓ Use data, statistics, and endorsements from credible, respected authorities to help make your case
- ✓ Make your thinking transparent – there are undoubtedly good reasons for your proposal

“There is only one way to get anybody to do anything. And that is by making the other person want to do it.” - Brian Tracy

Great Resources:

Influence: The Psychology of Persuasion and *Influence: Science and Practice*, both by Robert B. Cialdini
Yes: 50 Scientifically Proven Ways to Be Persuasive, by Noah J. Goldstein, Steve J. Martin, and Robert B. Cialdini

Conflict Management (11 - Strong)

- effectively negotiating and resolving disagreements

People with this competence

- ✓ Are able to handle difficult individuals and groups of people and tense situations with diplomacy and tact
- ✓ Spot potential conflict, bring disagreements into the open, and help de-escalate
- ✓ Encourage debate and open discussion
- ✓ Draw out all parties, understand the differing perspectives, and find a common ideal that everyone can endorse
- ✓ Orchestrate win-win solutions

People lacking this competence

- ✓ Are uncomfortable with and tend to avoid conflict
- ✓ Lack consideration and tact when voicing disagreement; in fact, often present their arguments in a way that creates hostility
- ✓ Fail to listen to others' points of view when disagreement arises
- ✓ Cannot seem to find, see, or propose areas of common ground; tend to focus solely and robustly on their own point of view
- ✓ Tend to see others as "opponents" and try to find solutions that serve only themselves
- ✓ Fail to see what part they may play in creating a problem; blame the problem and the conflict on others

Development tips

- ✓ When in conflict or heated discussion, become self-aware, in the moment, and focus on the issues rather than personal matters. "Separate the people from the problem"*
- ✓ Ask: what can I say or do that will make this a more productive conversation?
- ✓ Don't avoid conflict – it lingers (even festers) and will need to be dealt with sooner or later, and sooner is better and creates fewer hard feelings
- ✓ Be willing to change perspectives and consider a wider range of alternatives and options; resist digging in your heels or putting up walls.
- ✓ Examine your intent when negotiating; deliver your message in a way that doesn't create hostility and preserves the other person's dignity (no put-downs, no make-wrongs)
- ✓ Be creative, brainstorm, invent options for mutual gain ("expand the pie"*)
- ✓ Insist on using data or some objective criteria to reach resolution, not emotion*
- ✓ Be aware of the other person's emotions in the conflict – they may be feeling angry or fearful. You will get your point across better if you understand their emotional state and can be responsive to their needs
- ✓ Bring in a neutral third party if the conflict cannot be resolved

*Great Resource: *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher and William Ury. A classic!

Inspirational Leadership (13 - Strong)

- inspiring, guiding and mobilizing individuals and groups; articulating a clear, compelling and motivating vision for the future

People with this competence

- ✓ Articulate and stimulate enthusiasm for a clear, compelling vision
- ✓ Have the ability to bring people together; step forward to lead as needed, regardless of position
- ✓ Create a sense of belonging in a group, creating an emotional bond or spirit that makes people feel they are part of something larger than themselves
- ✓ Challenge the status quo, inspire a shared vision, empower others to act, set an example (“model the way”) and “encourage the heart”*
- ✓ Articulate a sense of common purpose beyond the day-to-day tasks, making work exciting, and inspiring others to follow

People lacking this competence

- ✓ Do not have a clear vision for the future of the team or organization
- ✓ Fail to maintain a long-term, big-picture view of the organization and its future needs and opportunities
- ✓ Work independently; fail to build coalitions; sometimes work against the group
- ✓ Cannot arouse a passion in others for a common goal or direction; fail to marshal the people or the resources to accomplish a goal or task
- ✓ Ignore others as a source of support
- ✓ Are often too opinionated to work with others
- ✓ Fail to see the value and importance of getting others on board to accomplish a goal or task

Development tips

- ✓ Develop a clear vision for the future of the initiative, the group or the organization
- ✓ Articulate that vision in a way that inspires, motivates, compels and mobilizes others to want to achieve it
- ✓ Challenge the status-quo; be creative; come up with fresh perspectives, innovative and breakthrough ideas
- ✓ Know what you admire in a leader, develop your own personal definition of meaningful, inspired leadership, and model the way
- ✓ Openly discuss high-level issues with your team or group, seek substantive input, share credit, create opportunities for ownership in the vision
- ✓ Think big-picture, don't micro-manage, give capable team and group members latitude to move things forward
- ✓ Maintain your credibility and integrity at all times or you will not be given the opportunity to lead

*Great Resource: *The Leadership Challenge*, by James Kouzes and Barry Posner.

Catalyzing Change (12 - Strong)

- initiating, managing and leading change

People with this competence

- ✓ Recognize the need for change, take ownership of change initiatives and remove barriers to change
- ✓ Challenge the status quo; stand up to opposition and resistance
- ✓ Champion the change and enlist others in its pursuit, making a compelling argument for the change
- ✓ Model the change expected of others
- ✓ Give people detailed advance information about possible future changes
- ✓ Demonstrate the mental agility to consider new approaches

People lacking this competence

- ✓ Are happy with the status quo; do not recognize the need for change
- ✓ Have a vocabulary that often includes the “way we’ve always done things around here”
- ✓ Overtly and covertly resist change
- ✓ Fail to prepare for the future
- ✓ Lacks the ability to maintain an open mind about change and what it might bring

Development tips

- ✓ Challenge the status quo and “the way we’ve always done things”
- ✓ Identify how and where things could be better
- ✓ Communicate change initiatives and how things will be better – in the case of change, you cannot possibly over-communicate
- ✓ Be able to address how the change will impact people, and be prepared to deliver the change message in a way that allows them to see how they will be better off with the change
- ✓ Develop a written plan for major change initiatives (create a sense of urgency, establish a guiding coalition, develop and communicate a vision and strategy for the change, empower action, generate and celebrate short-term wins, generate more, anchor new approaches in the culture of the organization)*

Great Resources: **Leading Change* and *The Heart of Change*, both by John P. Kotter.

Building Bonds (7 - Vulnerable)

- nurturing and maintaining relationships, cultivating a wide network; connecting with others on a deeper rather than superficial level

People with this competence

- ✓ Cultivate and maintain extensive networks to exchange ideas and rally support
- ✓ Seek out relationships that are mutually beneficial
- ✓ Build rapport and keep others in the loop
- ✓ Make and maintain personal friendships among work associates
- ✓ Respect and earn the trust of people at all levels and all departments of the organization
- ✓ Respect and appreciate individual differences in perspective and background
- ✓ Can pick up the phone and call anyone in the organization or community, and know who to call to get answers or to slash through red tape or other obstacles

People lacking this competence

- ✓ Have difficulty relating to higher management, direct reports, peers and colleagues
- ✓ Fail to recognize or respond to the needs and concerns of others
- ✓ Easily let go or sever relationships under difficult or heated circumstances
- ✓ View the members of the organization as being in competition with each other; do not have the ability to be collaborative or even collegial
- ✓ Are ineffective in getting answers or projects and tasks completed because there are limited people within the organization to whom they can turn



Development tips

- ✔ Analyze how your relationships with colleagues, direct reports and others in the organization impact your success
- ✔ Ask for feedback on what blocks or hinders your effectiveness at building relationships
- ✔ Meet informally (coffee, breakfast, lunch) with co-workers on a regular basis, and use this as an opportunity to learn more about their role in the organization and how you might help them
- ✔ Offer to help your colleagues when they are facing work overload
- ✔ Ask for their assistance or counsel when you need advice or support
- ✔ Beware of becoming too task-focused and detail-oriented; be sure to focus on people as well as tasks
- ✔ Attend your community's and your organization's events (holiday parties, summer picnics, award ceremonies, etc.)
- ✔ Develop relationships in your professional community by attending professional conferences and contacting key people in your industry
- ✔ Engage in community activities and connect with business leaders and elected officials

“Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one.” - Jane Howard

“You can make more friends in two months by becoming more interested in other people than you can in two years by trying to get people interested in you.” - Dale Carnegie

Great Resource: *Achieving Success Through Social Capital: Tapping the Hidden Resources in Your Personal and business Networks*, by Wayne Baker



Teamwork & Collaboration (8 - Average)

- working with others toward shared goals; creating group synergy in the pursuit of collective goals

People with this competence

- ✓ Enjoy working cooperatively with others
- ✓ Draw all members of a group into active and enthusiastic participation
- ✓ Build team identity, esprit de corps, and commitment
- ✓ Protect the group and its reputation; share credit
- ✓ Share plans, information, and resources
- ✓ Put team goals before individual goals
- ✓ Interact well with all different personalities and work styles on the team
- ✓ Demonstrate trust in, and respect for, all team members

People lacking this competence

- ✓ Prefer working alone; do not coordinate their efforts with others
- ✓ Fail to take on their fair share of the team's responsibilities
- ✓ Withhold information from others on the team
- ✓ Undermine or discount team decisions and team actions outside the team
- ✓ Avoid conflict and the opportunity to resolve differences with other team members
- ✓ Tend to view the team as an obstacle to getting work done
- ✓ Fail to abide by team norms and standards
- ✓ Fail to support the decisions of the team

Development tips

- ✓ Seek out opportunities to work with others; take a genuine interest in learning more about their work and how you can support them
- ✓ Keep other team members informed of your work, timelines and priorities
- ✓ Share equipment, materials, funds and resources with other team members
- ✓ Publicly credit other team members who have done well
- ✓ Solicit others' points of view, particularly quiet team members
- ✓ Avoid taking control of the agenda or being the first to make suggestions; be aware of dominating team meetings
- ✓ Bring conflict out into the open and encourage all to resolve it
- ✓ Treat co-workers with courtesy and respect; demonstrate trust in fellow team members

Great Resources:

Teamwork: What Must Go Right, What Can Go Wrong, by Carl Larson and Frank LaFasto;
When Teams Work Best, by Frank LaFasto and Carl Larson;
The Five Dysfunctions of a Team, by Patrick Lencioni

Coaching & Mentoring Others (7 - Vulnerable)

- sensing other people's developmental needs and bolstering their abilities

People with this competence

- ✓ Show a genuine personal interest in helping their employees and others improve their performance
- ✓ Understand the goals, strengths, and weaknesses of others
- ✓ Give timely and constructive feedback so people can find their way to excellence
- ✓ Are natural mentors and/or coaches
- ✓ Provide others with knowledgeable support and meaningful, often “stretch” assignments
- ✓ Foster long-term learning and development of others

People lacking this competence

- ✓ Don't provide instructions or details to help people be successful or improve in the long run
- ✓ Fail to provide the necessary feedback intended to help others learn and grow
- ✓ If they give feedback, it's usually negative, and the intent is to hurt or belittle others
- ✓ Refuse to delegate and give others opportunities for stretch assignments and growth
- ✓ Are unwilling to spend time with people who need their help

Development tips

- ✓ Take the time to talk to individuals about their goals, aspirations, and things they want to learn and do better
- ✓ These conversations should occur regularly, not only at the annual review time
- ✓ Create and maintain a development file for each of your direct reports to track their progress
- ✓ Request each member of your staff craft a development plan, and share yours with them
- ✓ Identify potential “stretch assignments” that would allow them to work on a project or goal and learn as they go in an area where they want to learn, grow and develop themselves
- ✓ Be available as they work on their assignments – for brainstorming, questions, and support
- ✓ Observe their progress and provide them specific feedback on what they are doing well, and where they need further development
- ✓ Make feedback as constructive and non-evaluative of the person as possible; focus on the work, not the individual
- ✓ Acknowledge and recognize progress often, not just at the end of an assignment

“The greatest good you can do another is not just share your riches, but reveal to him his own.” - Benjamin Franklin

Successful people are always looking for opportunities to help others. Unsuccessful people are always asking, ‘What’s in it for me?’ - Brian Tracy

Great resource: *Co-Active Coaching, 2nd Edition: New Skills for Coaching People Toward Success in Work and Life*, by Laura Whitworth, Karen Kimsey-House, Henry Kimsey-House, and Phillip Sandahl



Building Trust (8 - Average)

- being trustworthy and ethical when working and relating to others; ability to establish a bond of trust with others

People with this competence

- ✓ Share information, including about themselves (appropriate self-disclosure)
- ✓ Are willing to be influenced; are able to change their mind as a result of talking with others
- ✓ Treat people fairly, consistently and with respect
- ✓ Genuinely care about others
- ✓ Maintain high standards of personal integrity
- ✓ Behave in accordance with their expressed beliefs, values and commitments
- ✓ Deliver on their promises and commitments

People lacking this competence

- ✓ Are unable to establish open, candid, trusting relationships
- ✓ Have developed a reputation for lacking integrity
- ✓ Make promises they are not able or do not intend to keep
- ✓ Behave erratically and treat people poorly
- ✓ Undermine others for their own gain

Development tips

- ✓ It takes a long time to build trust, and only an instant to destroy it. All of the following development tips must be practiced on a regular, consistent basis if you wish to build trust:
- ✓ Build personal relationships with others through listening carefully to what's on their minds and in their hearts
- ✓ Always deliver on your commitments, if you say you will make a meeting or do something, don't make a habit of canceling; follow through on what you say you will do
- ✓ Be accessible; your co-workers will find it hard to trust you just because you have a title
- ✓ Never knowingly mislead or lie
- ✓ Consciously articulate and demonstrate your leadership values, principles and ethics in the actions you take and the decisions you make
- ✓ Admit your mistakes or your part in them
- ✓ Protect the interests of those who are not present and those with less power than you

"You must trust and believe in people, or life becomes impossible." - Anton Chekhov

"The chief lesson I have learned in a long life is that the only way to make a man trustworthy is to trust him; and the surest way to make him untrustworthy is to distrust him and show your distrust." - Henry L. Stimson

Great Resource: *Building Trust: In Business, Politics, Relationships, and Life*, by Robert C. Solomon and Fernando Flores

End of Report