



CircumNavigator
Jon Warner
Feedback Report
0/12/2003



Lloyds TSB

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Contents

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

1. Introduction

The introduction briefly explains the design of the circumnavigator report and outlines how it can be used by individuals to help improve performance or to develop in the future.

2. Overall summary category averages

The category averages section of the report provides a visual representation of your scores in competency categories that were chosen to be included in your circumnavigator report. It defines each competency area and shows participants the likely behavior of high scorers and low scorers. It also offers some simple action advice for low scorers.

3. Category averages by rater type

This section shows the side-by-side scores of the individual participant and all the different kinds of raters that were chosen to complete the questionnaire. It also lists the questions that were asked for each competency category.

4. Summary of ratings for each category and individual question

This section of the report provides a tabular summary of all the individual questions included in the circumnavigator assessment in each category and shows the raw scores for the participant and each rater.

5. Development needs

This section shows the five lowest scores according to the individual participant and according to each rater in table format (linking each question to its corresponding competency category).

6. 10/10 Report

The 10/10 report provides the raw scores for the top ten highest scoring questions according to raters and the bottom ten lowest scores out of the total. It also identifies the categories to which these high and low scoring questions belong.

7. Free form comments

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

8. Development/action suggestions

This section of the output report includes development suggestions for the two lowest scoring categories out of the total. These suggestions include training courses that may prove helpful as well as specific books that that may provide some useful additional information.

9. Action template

This section of the report provides a simple action template to help plan future development steps

10. Coaching tips

The overall output report includes detailed coaching tips for the six lowest scoring questions on aggregate (consistent with the development needs section). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what an individual might do to improve their skills or learn new behaviors in the future.



Introduction

Circumnavigator is a fully flexible and entirely customizable 360-degree instrument, which allows individuals, teams and whole organizations to gain a deeper insight into their behavior, preferences and competencies and to consider the impact that this is likely to have on overall performance.

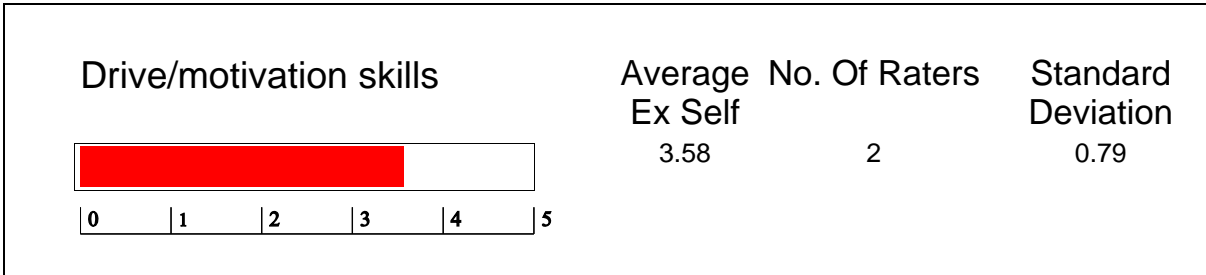
This output report provides extensive feedback information to an individual participant in this process. This includes:

- Simple Quantitative data - showing output scores by category and by individual questions
- Comparative Quantitative data - showing comparative or relative scores in individual categories and questions drawn from the various people that completed the questionnaire (including the participant).
- Interpretative information - showing an individual what high and low scores are likely to mean in terms of relative competence and behavior in each category that has been selected.
- Free form information - showing raters comments on the participating individual (where they have been offered) in raw and unedited form.
- Coaching and Development Information - showing areas upon which an individual participant may like to focus and including suggestions on courses and further reading that may be undertaken. The back of the report also includes a series of coaching ideas based on the participant's lowest scoring areas.

Our suggestion is that each participating individual reads this detailed output report carefully and uses the action planning template towards the back of the print-out to plan their development steps in the future.

Overall Summary Category Averages

Drive/motivation skills



Drive/Motivation skills looks at the extent to which you personally encourage people to give of their best and inspire yourself and the team to maintain the momentum of necessary effort and commitment despite any obstacles along the way. This category asks the question "How well do you find creative ways to challenge yourself and others to work hard towards a target, and help them to overcome any hurdles when 'the going gets tough'?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the higher end of the scale are likely to mean that this individual is often looking for new and different ways to encourage or inspire people around them to make high levels of personal commitment and energy into achieving overall goals. This typically means they look to find a variety of ways to appeal to different individuals designed to solicit their enthusiasm.

A high score person will be likely to use a variety of approaches to engage people fully in hard work, committed effort and independent action to pursue objectives strongly. This will usually include acting as a personal role model and using every available opportunity to motivate people past any tough hurdles that they may face.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the lower end of the scale are likely mean that this individual typically expects goals and targets to be sufficient in themselves to provide enough motivation to harness people's best efforts, or to inspire their hard work and energy. They are therefore likely to be over accepting of 'ordinary' efforts and half hearted commitment.

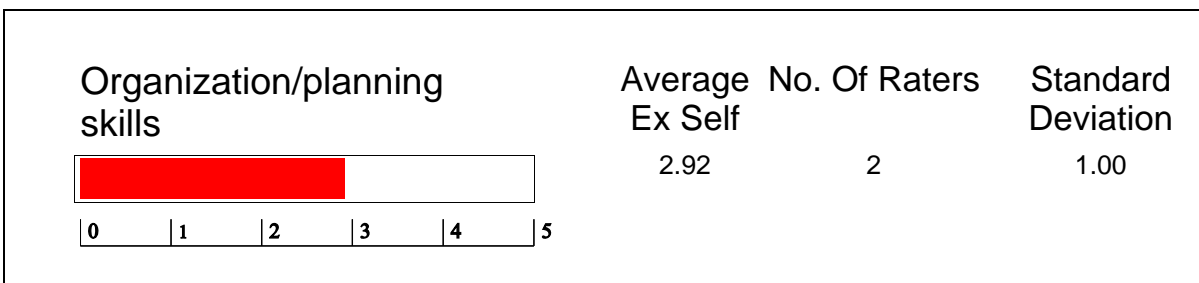
A low score person will be likely to use few or no motivational techniques or methods to capture people's imagination or enthusiasm about meeting or exceeding targets that have been set. In addition, they will infrequently communicate results, make presentations on progress or use any individual or team successes to help inspire others to higher things.

ACTION FOR LOW SCORERS

Low scorers need to plan a range of broadly appealing motivational methods that can inspire people to work hard at their goals and not give up easily when they face the occasional problem or difficulty. They can also more strongly promote small goal successes to help bring about success in larger or more significant objectives.

Overall Summary Category Averages

Organization/planning skills



Planning and organizing looks at your ability to build balanced and comprehensive strategies to achieve your goals through careful preparation and organization. This category asks the question "How well do you orchestrate yourself, the resources and time available to you, and the people around you, to give yourself the best possible chance to achieve your objectives successfully?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the higher end of the scale are likely to mean that this individual engages in quiet and reflective planning and organizing about how to achieve their goals before they potentially waste time by getting started too quickly. They will therefore carefully assess the time and resources they have available to them and organize themselves to achieve the best result they can in a planned and ordered way.

A high score person will be likely to prioritize themselves, the time that they have available, and other people when they need to be called upon to help, and resources needed to achieve the objective. They will therefore, also understand general risks and potential problems that could be faced and have contingency plan and alternative strategies ready to unfold, if required.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the lower end of the scale are likely mean that this individual has little time or commitment to planning and organizing, and are more likely to jump straight into the 'deep end' and hope for the best. Goal clashes, misalignment risks, gaps, limited resources and time difficulties may therefore all go unnoticed until they run into the proverbial 'brick wall' and can go no further.

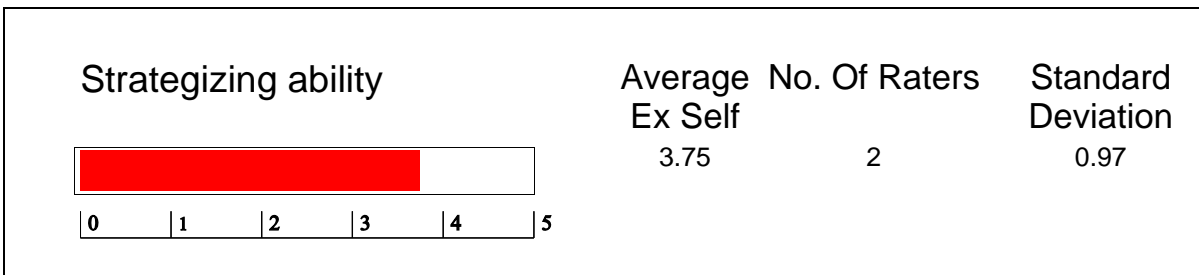
A low score person will be likely to find their lack of careful preparation and effort to organize at the outset will quickly lead to an inability to reach even their first milestones successfully (unless, they are extremely lucky). Goals and targets may also be attacked randomly and with effort spread thinly.

ACTION FOR LOW SCORERS

Low scorers need to invest more of their up-front time in planning and organizing well before they 'jump in' trying to achieve their objectives. They therefore need to look for balance and co-ordination between objectives and ensure that they have the capacity to meet deadlines or targets, or to change the plan or the goal where necessary.

Overall Summary Category Averages

Strategizing ability



Strategizing ability looks at the ability to identify a credible destination and indicate how to get there in a clear, straightforward and simple way. This category asks the question "How clearly, credibly and unequivocally do you develop strategy to help people to travel with you and to stay on track?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the higher end of the scale are likely to mean that this individual 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 them. This can gain fast support and willingness to follow the route that has been selected.

A high score person will be likely to confidently and clearly see and describe a credible destination, whether or not they are in a formal leadership position. They will also be likely to identify natural milestones, measures of progress and be able to assess the effort needed to succeed (which they communicate to others).

LOW SCORES FOR THE CATEGORY

Scores predominantly at the lower end of the scale are likely mean that this individual will select a direction, or a course of action on the basis of very limited, subjective evaluation, or determination of its 'true' worth as a way to go. They are also likely to change direction frequently or even elect to follow a line of least resistance.

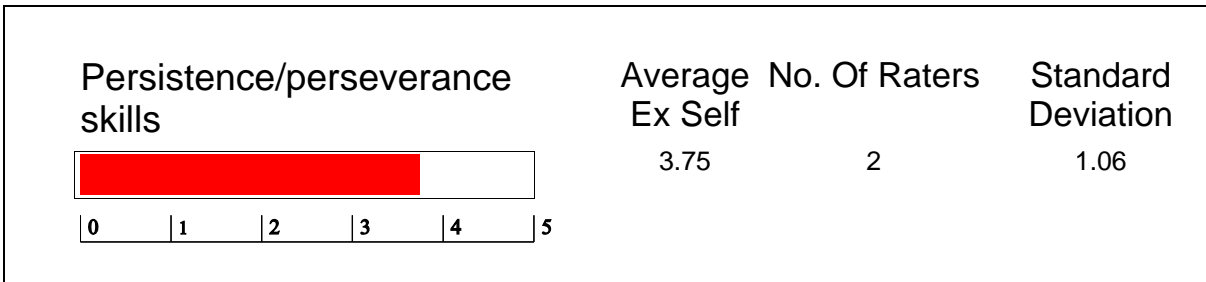
A low score person will be likely to find a direction difficult to identify and establish. As a result, in a leadership position they may point to the wrong target, several different targets (to cover all their bets) or fail to point the way at all, choosing to identify only short term goals or incremental steps.

ACTION FOR LOW SCORERS

Low scorers need to find quiet time to think about strategy and direction for their own efforts (and that would prove to be credible for themselves and others that they are seeking to lead). This may involve greater research of potential alternatives, wider consultation with people to obtain input and ideas and a careful weighing of the pros and cons of one direction versus another before a decision is taken. This is a difficult skill to develop quickly and greater involvement of those that are strong in this category would improve overall leadership of the team.

Overall Summary Category Averages

Persistence/perseverance skills



Persistence/perseverance looks at the extent to which an individual tenaciously stays on track and maintains a persistent focus on their goals. This category asks the question "How relentlessly do I pursue my targets even in the face of challenge and/or adversity?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the higher end of the scale are likely to mean that this individual may see obstacles or difficulties in a journey as inevitable. This means that they look to prepare themselves and/or others that they are leading, in order to avoid or face the impact before refocusing on the original goals or aims and then relentlessly carrying on.

A high score person will be likely to pursue their personal and organizational goals with seriousness and commitment. This means that such individuals are likely to be internally motivated to not only keep going, but to do so even when the 'going' gets difficult or inevitable hurdles occur along the way.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the lower end of the scale are likely to mean that this individual may expect problems or failure to some extent and to therefore pursue goals or aims with less confidence than they might. When major obstacles or problems do arise they are therefore likely to accept this as inevitable and give in or change course rather too quickly.

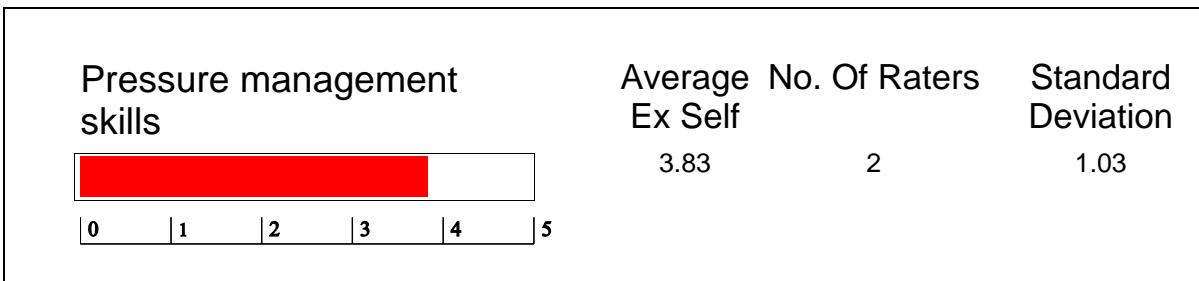
A low score person will be likely to lead without conviction or strength of purpose. As a result, they are likely to pursue goals and targets without great enthusiasm or effort and become easily distracted or knocked off-course by even minor issues or events.

ACTION FOR LOW SCORERS

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

Overall Summary Category Averages

Pressure management skills



Pressure management skills looks at your ability to keep calm and stay focussed when the pressure is on or a crisis occurs. This category asks the question "When all around you are losing their heads, can you keep yours?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the higher end of the scale are likely to mean that you manage pressure of all sorts in a relatively relaxed and flexible way and not necessarily see it as a threat to your key priorities.

A high score person will be likely to see pressure as an inevitable part of day to day life (when it occurs) and therefore, look to accommodate it in the best way that they can. However, they are also likely to find creative ways to make extra time available and carefully avoid letting the pressure prevail or to start encroaching on personal or reflective time.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the lower end of the scale are likely to mean that you see pressure as something that can be at the very least distracting and at most able to take you entirely off-course, causing potential strain and worry.

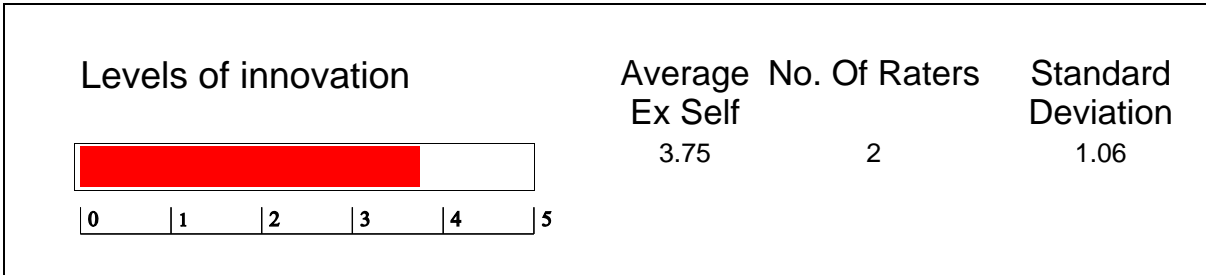
A low score person is likely to become more flustered or disorganized or destabilized by high levels of pressure by 'so-called' workload crises. This can lead to cutting corners, dropping priority tasks, working at home or late at night or even pressurizing others (in some cases unnecessary).

ACTION FOR LOW SCORERS

Low scorers need to become more accepting of pressure as something to be managed as flexibly as possible. Strong efforts need to be made to 'ring-fence' planning time, thinking time, break time and relaxation time when pressure is at its greatest. Ultimately, pressure should be viewed as something to be creatively managed to be reduced and not endured as a long-term 'norm'.

Overall Summary Category Averages

Levels of innovation



Levels of Innovation skills looks at how well an individual creatively draws together disparate information to arrive at robust and clear decisions or courses of action. This category asks the question "How challenging and /or innovative is your approach in processing different or conflicting data to make sense of it and act upon it wisely?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the 'high' end of the scale are likely to mean that this individual 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, they are likely to keep an open mind and keep looking flexibly for other data that may create a new or different perspective.

A high score person will be likely to enjoy thinking about diverse situations or ideas and in fact, may mentally 'juggle' with many balls in the air at once. This means that they are likely to think regularly and deeply about the more complex issues or situations that they encounter and try to look for new or insightful solutions that can work.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the 'low' end of the scale are likely mean that this individual often evaluates information at face value and only gives very limited time to reflectively weigh the alternatives before acting. They are also likely to stick to tried and proven methods, where they are able, rather than to invent new approaches for the sake of it.

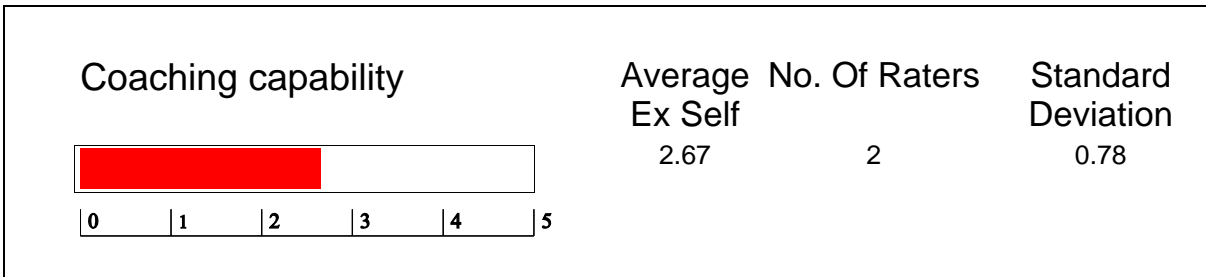
A low score person will be likely to spend little time in creative reflection or in idle hypothesizing about issues or events around them. As a result, they are more likely to be uncomfortable with ambiguity and both dislike and be dismissive of complex problems or issues that cannot be easily solved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

ACTION FOR LOW SCORERS

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

Overall Summary Category Averages

Coaching capability



Coaching ability looks at the extent to which you help people to 'face up' to their personal issues and/or problems as a means to starting their journey to dealing with them successfully. This category asks the question "How successfully do work with people to create an honest appraisal of their potential shortfalls and encourage new thinking and strategies to overcome them?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the 'high' end of the scale are likely to mean that this individual is effective at playing "devil's advocate" in a balanced and constructive way. They therefore get individuals to become less willing to accept that their difficulties and concerns should be tolerated, or seen as insoluble and create a healthy intolerance of average or mediocre performance or outcomes.

A high score person will be likely to use a variety of different ways and means to help people to focus on their performance more critically, as a basic platform upon which they can set their own targets to improve. They are therefore likely to be seen as firm but fair in their dealings with people and solution focused in looking at future possible courses of action when coaching others.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the 'low' end of the scale are likely mean that this individual rarely challenges people to think about issues they face in new or different ways or to reflect more deeply about performance shortfalls. They are also likely to be prone to tolerate mediocrity and allow others not to confront their 'average' performance or outcomes when they occur.

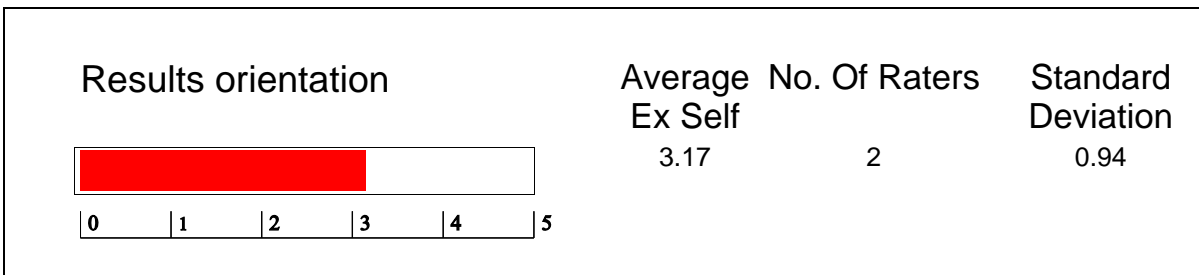
A low score person will be likely to find performance coaching more difficult because of a lack of willingness to get people to reflect on their poor or average performances really critically and to strive to reach higher or better goals. They may therefore hesitate in offering full and candid feedback, or even fear the negative impact that criticism may have on individuals when it is offered.

ACTION FOR LOW SCORERS

Low scorers need to become personally comfortable in giving people more direct and candid feedback to others about performance in ways that help individuals to want to stretch themselves to overcome poor or average performance. To do this, they should practice asking probing questions and challenge individuals to think deeply and creatively to look for new or different approaches they can take, as an alternative to accepting their current situation.

Overall Summary Category Averages

Results orientation



Results focus looks at the extent to which you maintain a firm eye focus on useful output results and outcomes and not just input activity and misdirected effort. This category asks the question "How tough are you on yourself and others in only accepting outcomes that add real value or represent measurable achievements, that can be recognized and rewarded accordingly?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the 'high' end of the scale are likely to mean that this individual distinguishes readily between input and output-focused effort and energy. This means that they are not impressed by high levels of activity without it also leading to tangible results or outcomes that have real value or worth to them or the organization.

A high score person will be likely to regularly point out to people that all of their goal achievement efforts should culminate in real and meaningful progress. To do this, they will be intolerant of low value effort and praise people's efforts to achieve a good and valuable result, even if the input effort was quite small in time or energy.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the 'low' end of the scale are likely mean that this individual may reward input activity without checking whether substantive improvement and results have been achieved. They may also allow individuals to set goals that add little or no true value even when they have been successfully achieved.

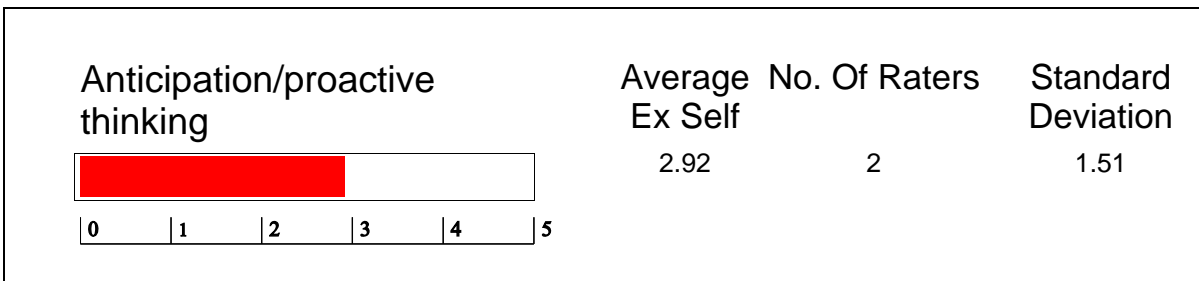
A low score person will be likely to leave people mainly to their own devices in setting their objectives and provide little or no coaching in making sure that written goals and the subsequent efforts to achieve them are geared to making worthwhile contributions. They are also likely to offer little progressive guidance or instruction as long as people appear to be 'putting in' well.

ACTION FOR LOW SCORERS

Low scorers need to practice writing outcome focussed goals for themselves and others around them and maintain a constant vigilance to ensure that effort of low worth is minimized. They should also prioritize the approaches that can help them to achieve the best possible and most worthwhile outcomes (and reward people for high value added achievements accordingly).

Overall Summary Category Averages

Anticipation/proactive thinking



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

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the 'high' end of the scale are likely to mean that this individual is generally someone that takes change in their stride and commits a fair amount of their time to thinking about the future and what could happen. They may also look broadly for clues or guidelines from their current experience that may be usefully applied to what could happen in the future.

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

LOW SCORES FOR THE CATEGORY

Scores predominantly at the 'low' end of the scale are likely to mean that this individual spends little time thinking about and preparing for the future and rarely looks beyond the immediate effect of their actions or decisions. They are also unlikely to 'tune in' closely to what may be happening around them and, therefore, do not worry about whether they are up to date or learning new things.

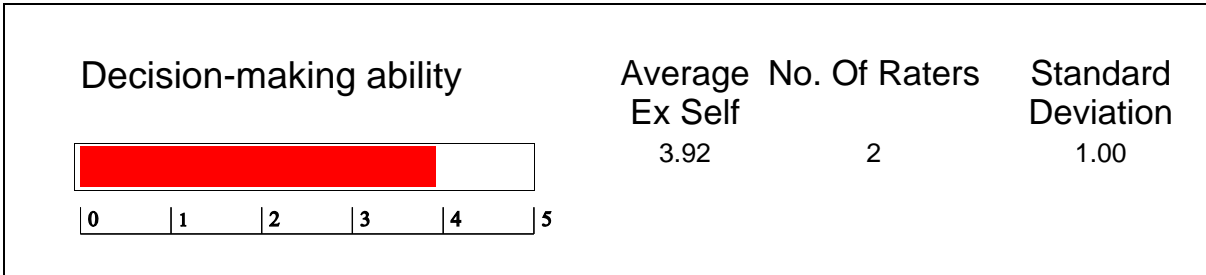
A low score person will be likely to take change 'as it comes' (or is designed by others) and to give themselves limited time to anticipate it and avoid being taken by surprise. Low score individuals may also rely heavily on past experience and their capacity to hopefully think quickly on their feet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

ACTION FOR LOW SCORERS

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

Overall Summary Category Averages

Decision-making ability



Decision making ability looks at how well you maintain focus on the results or goals that matter or are important and take crisp and clear decisions that help yourself and others to move forward positively. This category asks the question "How well do you distinguish between what is important and make high quality decisions that yield the best possible results in the circumstances?"

HIGH SCORES FOR THE CATEGORY

Scores predominantly at the 'high' end of the scale are likely to mean that this individual retains a strong awareness of what is both important and of a high priority most of the time. This will often mean asking others to be very clear about what they want to achieve and value most and does this have precedence over their own goals.

A high score person will usually understand that the tasks or projects that they spend the majority of their time in doing should achieve results that are important to themselves personally or their organization.

LOW SCORES FOR THE CATEGORY

Scores predominantly at the 'low' end of the scale are likely to mean that this individual may spend insufficient time in thinking about which tasks or activities can move them closer to their goals. Lack of decisiveness can also mean incorrectly seeing all activity as being synonymous with productive work or output.

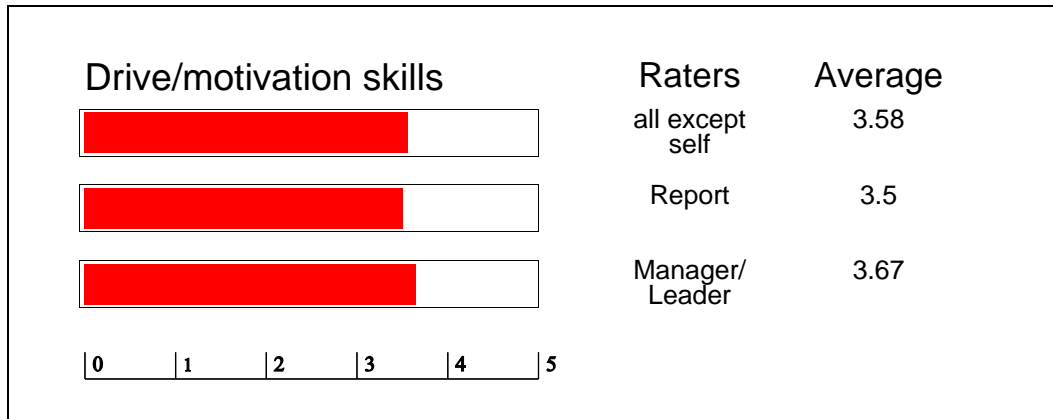
A low score person will often think they are 'juggling with a lot of balls in the air' but in reality may be 'running to stand still'. Completing tasks or expending effort without direction ultimately means that important work or personal goals do not get done quickly enough.

ACTION FOR LOW SCORERS

Low scorers need to identify what is important to achieve or record what results they would like to achieve and by when. Having done this, they should plan their work and organize their time to ensure that anything that is trivial or of low value is minimal in their day, or that a major part of the day is given over to moving closer to their goals, making firm and clear decisions whenever necessary.

Category Averages By Rater Type

Drive/motivation skills



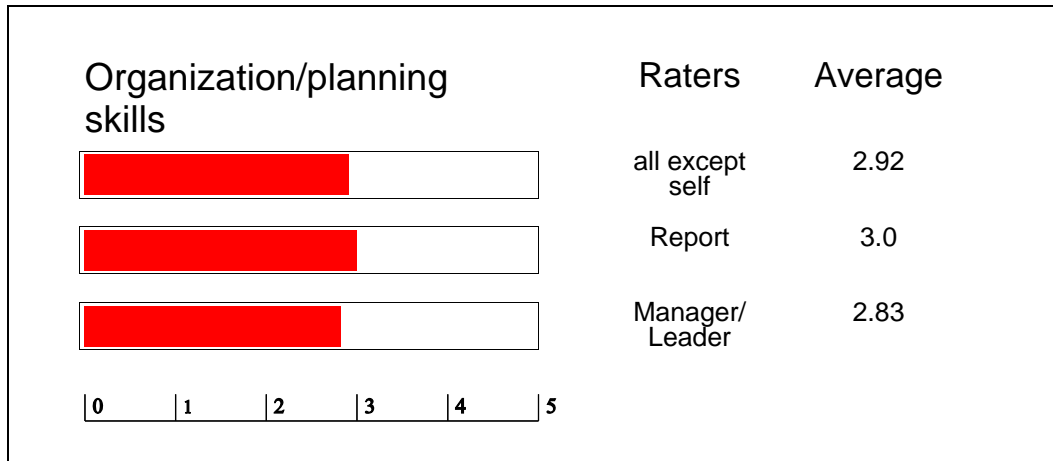
Drive/Motivation skills looks at the extent to which you personally encourage people to give of their best and inspire yourself and the team to maintain the momentum of necessary effort and commitment despite any obstacles along the way. This category asks the question "How well do you find creative ways to challenge yourself and others to work hard towards a target, and help them to overcome any hurdles when 'the going gets tough'?"

The questions that make up this category

- 1 Finds different ways to explain what efforts are needed to achieve targets
- 2 Provides a role model for personal goal achievement
- 3 Looks for innovative ways to capture people's enthusiasm about targets
- 4 Coaches people through the difficult times when they occur
- 5 Presents progress towards targets regularly to inspire people's best efforts
- 6 Recognizes and encourages outstanding performance

Category Averages By Rater Type

Organization/planning skills



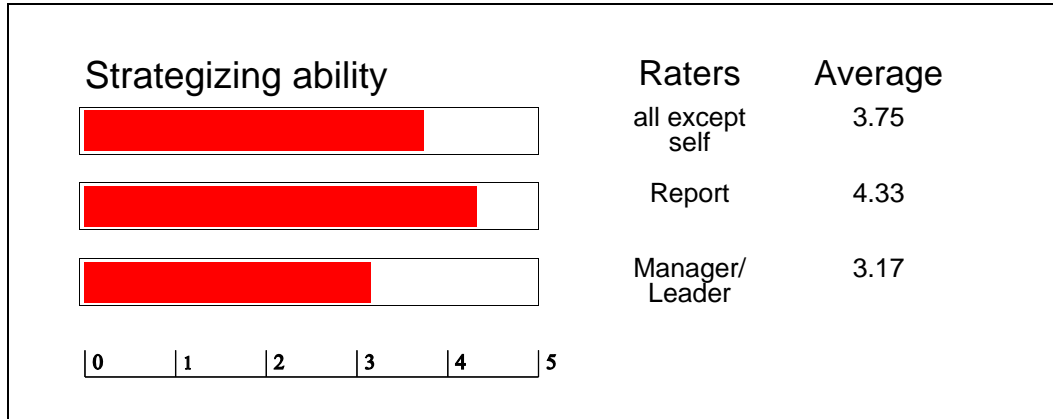
Planning and organizing looks at your ability to build balanced and comprehensive strategies to achieve your goals through careful preparation and organization. This category asks the question "How well do you orchestrate yourself, the resources and time available to you, and the people around you, to give yourself the best possible chance to achieve your objectives successfully?"

The questions that make up this category

- 1 Feels that they have taken on too much work infrequently
- 2 Aims to clear their desk of all paperwork every day
- 3 Carefully assesses the resources that are available to achieve a particular outcome
- 4 Prepares themselves to make time to work on their objectives regularly
- 5 Limits their working time to a certain number of hours each day and no more
- 6 Paces themselves to ensure that they meet targets or deadlines

Category Averages By Rater Type

Strategizing ability



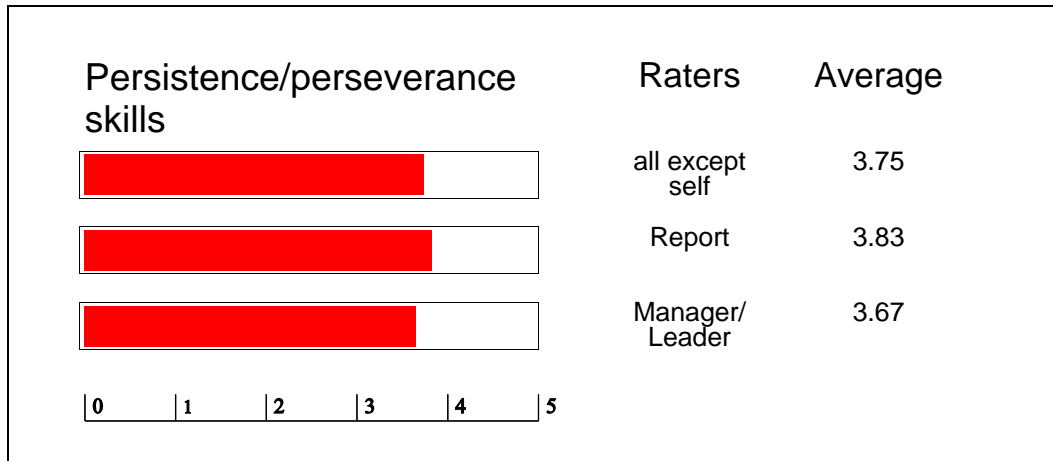
Strategizing ability looks at the ability to identify a credible destination and indicate how to get there in a clear, straightforward and simple way. This category asks the question "How clearly, credibly and unequivocally do you develop strategy to help people to travel with you and to stay on track?"

The questions that make up this category

- 1 Generates a clear personal vision of what the future could be like
- 2 Has a clear set of targets and priorities
- 3 Has a strong sense of strategically where to go next
- 4 If the ultimate goal can't be seen, finds a nearer target or milestone to aim for
- 5 Capable of summarizing key goals on one sentence
- 6 Can mount an effective argument as to why a certain way should be followed

Category Averages By Rater Type

Persistence/perseverance skills



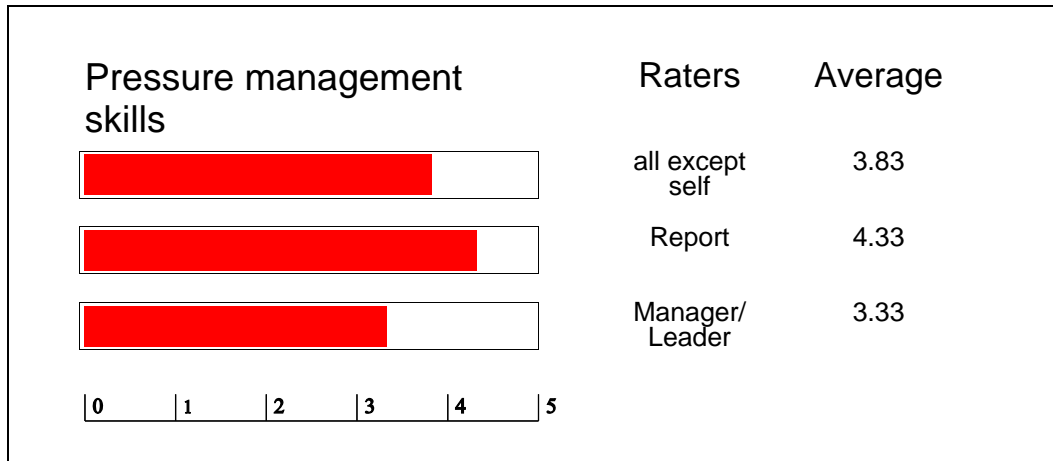
Persistence/perseverance looks at the extent to which an individual tenaciously stays on track and maintains a persistent focus on their goals. This category asks the question "How relentlessly do I pursue my targets even in the face of challenge and/or adversity?"

The questions that make up this category

- 1 Does not lose 'heart' along the way even when it gets difficult
- 2 Has the courage of their convictions
- 3 Is assertive
- 4 Constantly works to personally improve
- 5 Challenges mediocrity wherever and wherever it is in evidence
- 6 Demonstrates healthy stubbornness and tenacity

Category Averages By Rater Type

Pressure management skills



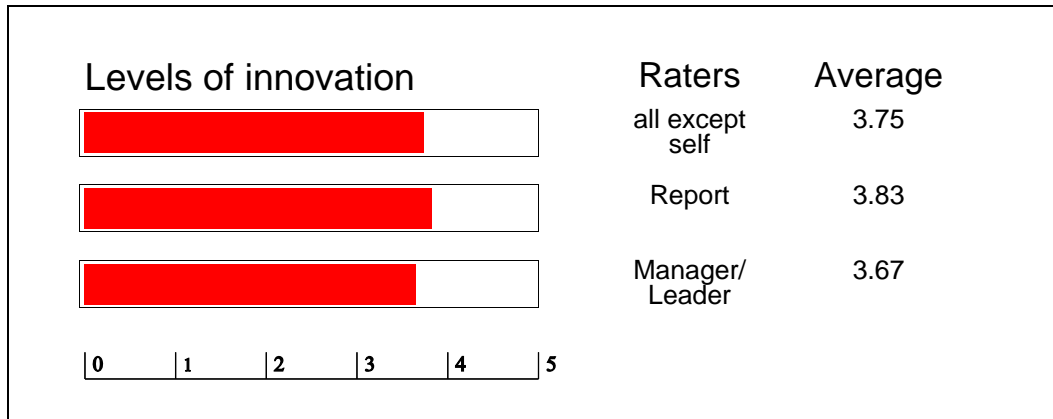
Pressure management skills looks at your ability to keep calm and stay focussed when the pressure is on or a crisis occurs. This category asks the question "When all around you are losing their heads, can you keep yours?"

The questions that make up this category

- 1 Sees taking things one step at a time is a good approach even when the pressure is on.
- 2 Calmly re-prioritizes if they have got to wait for a delayed train, plane, appointment,
- 3 Does a lot of their best work under pressure
- 4 Can usually handle crises without the effort eating into their personal time
- 5 Can easily focus on two or more critical things at the same time
- 6 Is a calm head in the storm

Category Averages By Rater Type

Levels of innovation



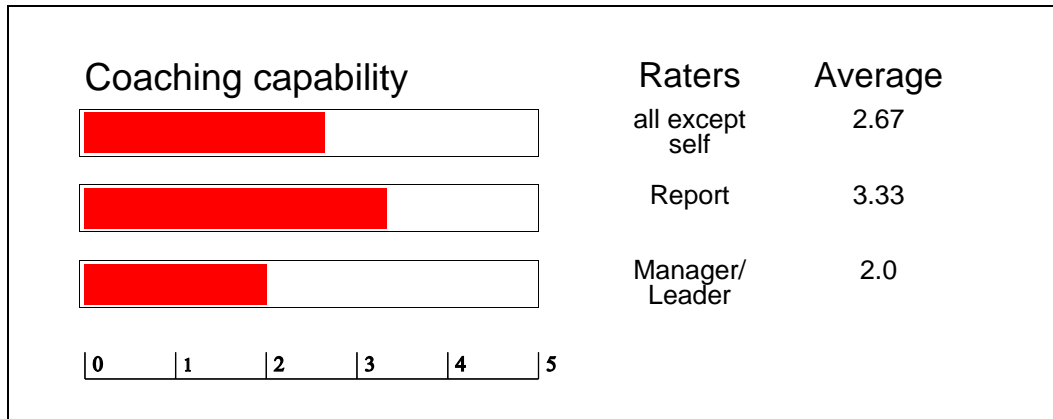
Levels of Innovation skills looks at how well an individual creatively draws together disparate information to arrive at robust and clear decisions or courses of action. This category asks the question "How challenging and /or innovative is your approach in processing different or conflicting data to make sense of it and act upon it wisely?"

The questions that make up this category

- 1 Brings creative approaches to decision-making
- 2 Plays 'devil's advocate' when evaluating courses of action
- 3 Can think laterally
- 4 Good at seeing connections between diverse ideas and concepts
- 5 Extrapolates from experience when facing new challenges
- 6 Puts seemingly unrelated facts together to form new ideas

Category Averages By Rater Type

Coaching capability



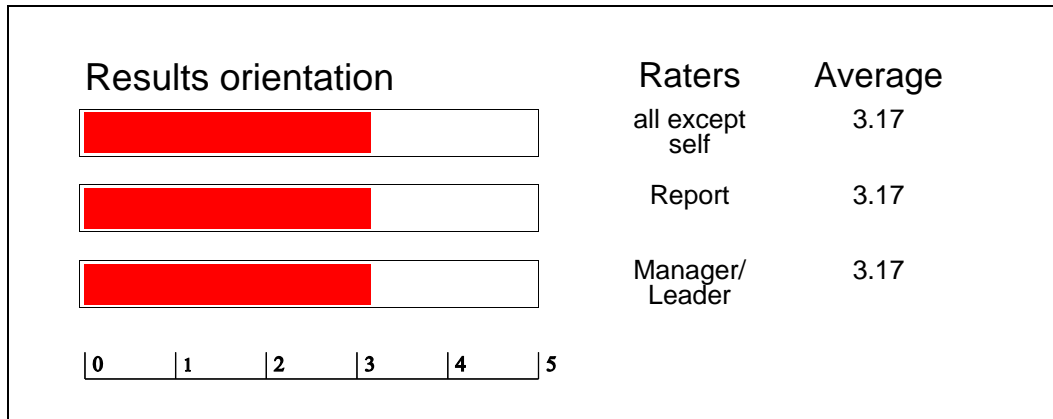
Coaching ability looks at the extent to which you help people to 'face up' to their personal issues and/or problems as a means to starting their journey to dealing with them successfully. This category asks the question "How successfully do work with people to create an honest appraisal of their potential shortfalls and encourage new thinking and strategies to overcome them?"

The questions that make up this category

- 1 Encourages people to set improvement targets and assists individuals to reach them
- 2 Finds ways to guide people in a language and way that they will understand
- 3 Discovers ways to assist people in improving their performance
- 4 Makes themselves freely available for counselling or coaching support when it is needed
- 5 Helping people to identify the 'root' causes of problems or issues they face
- 6 Openly shares their organizational experience with anyone that values it

Category Averages By Rater Type

Results orientation



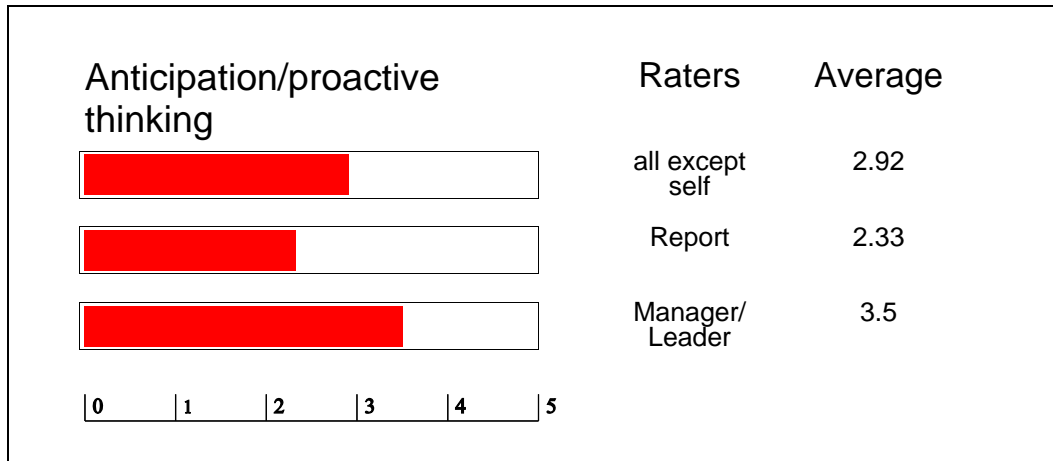
Results focus looks at the extent to which you maintain a firm eye focus on useful output results and outcomes and not just input activity and misdirected effort. This category asks the question "How tough are you on yourself and others in only accepting outcomes that add real value or represent measurable achievements, that can be recognized and rewarded accordingly?"

The questions that make up this category

- 1 Is quick to identify and put a stop to wasted or low value effort
- 2 Encourages people to think about whether all of their efforts are adding value
- 3 Demonstrates constant enthusiasm to achieve results
- 4 Recognizes those that achieve good results more than those that just invest a lot of time
- 5 Openly applauds initiative, creativity and tenacity in trying to achieve a good result
- 6 Works positively and effectively in highly confused or ambiguous circumstances

Category Averages By Rater Type

Anticipation/proactive thinking



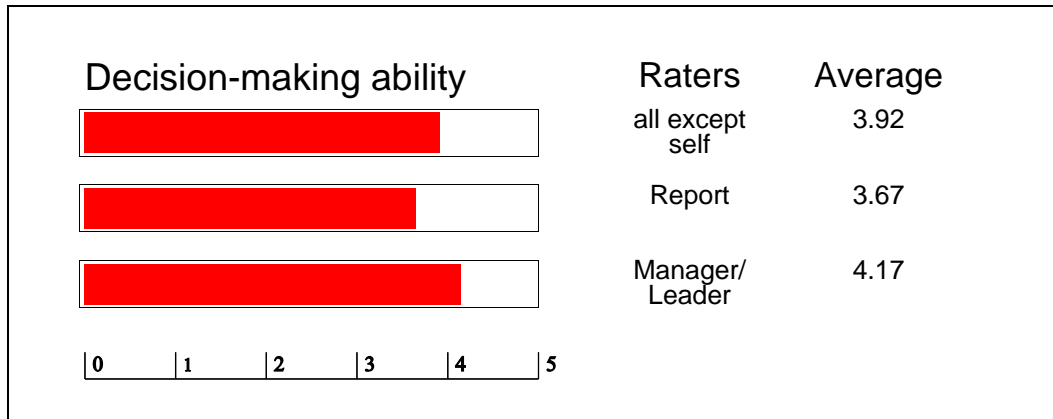
Anticipation/Proactive thinking skills looks at your ability to maintain a conscious awareness of events and situations around you and to take action to be ready when you see change on the horizon. This category asks the question "To what extent do you regularly reflect upon what might happen in the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

The questions that make up this category

- 1 Spends a lot of time anticipating what the future might hold
- 2 Maintains broad reading and listening tastes to keep abreast of different ideas
- 3 Thinks through the future implications of all of their major actions and decisions
- 4 Likes to set up a range of useful listening channels to know what is going on
- 5 Develops contingency plans
- 6 Is prone to think 'how could this be done differently?'

Category Averages By Rater Type

Decision-making ability



Decision making ability looks at how well you maintain focus on the results or goals that matter or are important and take crisp and clear decisions that help yourself and others to move forward positively. This category asks the question "How well do you distinguish between what is important and make high quality decisions that yield the best possible results in the circumstances?"

The questions that make up this category

- 1 Establishes priorities decisively for themselves and others
- 2 Works positively and effectively in highly confused or ambiguous circumstances
- 3 Looks at the sensitivity of major decisions
- 4 Quantifies the influence that major decisions are likely to have
- 5 Doesn't necessarily go along with a decision because its popular
- 6 Is effective in dealing with trivial matters quickly

Summary of Ratings for each individual question for each category

Category - Drive/motivation skills

Drive/motivation skills		Report	Manager/ Leader
Q.	Average in Category, Total Rating	3.5	3.7
1	Finds different ways to explain what efforts are needed to achieve targets	4.0	3.0
2	Provides a role model for personal goal achievement	2.0	5.0
3	Looks for innovative ways to capture people's enthusiasm about targets	4.0	4.0
4	Coaches people through the difficult times when they occur	4.0	3.0
5	Presents progress towards targets regularly to inspire people's best efforts	3.0	3.0
6	Recognizes and encourages outstanding performance	4.0	4.0

Category - Organization/planning skills

Organization/planning skills		Report	Manager/ Leader
Q.	Average in Category, Total Rating	3.0	2.8
1	Feels that they have taken on too much work infrequently	4.0	4.0
2	Aims to clear their desk of all paperwork every day	2.0	3.0
3	Carefully assesses the resources that are available to achieve a particular outcome	3.0	1.0
4	Prepares themselves to make time to work on their objectives regularly	4.0	3.0
5	Limits their working time to a certain number of hours each day and no more	3.0	2.0
6	Paces themselves to ensure that they meet targets or deadlines	2.0	4.0

Category - Strategizing ability

Strategizing ability		Report	Manager/ Leader
Q.	Average in Category, Total Rating	4.3	3.2
1	Generates a clear personal vision of what the future could be like	4.0	5.0
2	Has a clear set of targets and priorities	4.0	3.0
3	Has a strong sense of strategically where to go next	4.0	3.0
4	If the ultimate goal can't be seen, finds a nearer target or milestone to aim for	4.0	3.0
5	Capable of summarizing key goals on one sentence	5.0	3.0
6	Can mount an effective argument as to why a certain way should be followed	5.0	2.0

Category - Persistence/perseverance skills

Persistence/perseverance skills		Report	Manager/ Leader
Q.	Average in Category, Total Rating	3.8	3.7
1	Does not lose 'heart' along the way even when it gets difficult	4.0	4.0
2	Has the courage of their convictions	4.0	5.0
3	Is assertive	4.0	1.0
4	Constantly works to personally improve	4.0	5.0
5	Challenges mediocrity wherever and wherever it is in evidence	4.0	4.0
6	Demonstrates healthy stubbornness and tenacity	3.0	3.0

Category - Pressure management skills

	Pressure management skills	Report	Manager/ Leader
Q.	Average in Category, Total Rating	4.3	3.3
1	Sees taking things one step at a time is a good approach even when the pressure is on.	4.0	4.0
2	Calmly re-prioritizes if they have got to wait for a delayed train, plane, appointment,	5.0	2.0
3	Does a lot of their best work under pressure	3.0	5.0
4	Can usually handle crises without the effort eating into their personal time	4.0	3.0
5	Can easily focus on two or more critical things at the same time	5.0	3.0
6	Is a calm head in the storm	5.0	3.0

Category - Levels of innovation

	Levels of innovation	Report	Manager/ Leader
Q.	Average in Category, Total Rating	3.8	3.7
1	Brings creative approaches to decision-making	4.0	4.0
2	Plays 'devil's advocate' when evaluating courses of action	5.0	2.0
3	Can think laterally	2.0	3.0
4	Good at seeing connections between diverse ideas and concepts	5.0	4.0
5	Extrapolates from experience when facing new challenges	4.0	5.0
6	Puts seemingly unrelated facts together to form new ideas	3.0	4.0

Category - Coaching capability

Coaching capability		Report	Manager/ Leader
Q.	Average in Category, Total Rating	3.3	2.0
1	Encourages people to set improvement targets and assists individuals to reach them	3.0	2.0
2	Finds ways to guide people in a language and way that they will understand	3.0	2.0
3	Discovers ways to assist people in improving their performance	3.0	2.0
4	Makes themselves freely available for counselling or coaching support when it is needed	4.0	2.0
5	Helping people to identify the 'root' causes of problems or issues they face	3.0	2.0
6	Openly shares their organizational experience with anyone that values it	4.0	2.0

Category - Results orientation

Results orientation		Report	Manager/ Leader
Q.	Average in Category, Total Rating	3.2	3.2
1	Is quick to identify and put a stop to wasted or low value effort	2.0	4.0
2	Encourages people to think about whether all of their efforts are adding value	2.0	2.0
3	Demonstrates constant enthusiasm to achieve results	3.0	4.0
4	Recognizes those that achieve good results more than those that just invest a lot of time	5.0	3.0
5	Openly applauds initiative, creativity and tenacity in trying to achieve a good result	3.0	3.0
6	Works positively and effectively in highly confused or ambiguous circumstances	4.0	3.0

Category - Anticipation/proactive thinking

		Report	Manager/ Leader
Q.	Anticipation/proactive thinking Average in Category, Total Rating	2.3	3.5
1	Spends a lot of time anticipating what the future might hold	3.0	4.0
2	Maintains broad reading and listening tastes to keep abreast of different ideas	5.0	2.0
3	Thinks through the future implications of all of their major actions and decisions	3.0	2.0
4	Likes to set up a range of useful listening channels to know what is going on	1.0	4.0
5	Develops contingency plans	1.0	5.0
6	Is prone to think 'how could this be done differently?'	1.0	4.0

Category - Decision-making ability

		Report	Manager/ Leader
Q.	Decision-making ability Average in Category, Total Rating	3.7	4.2
1	Establishes priorities decisively for themselves and others	5.0	4.0
2	Works positively and effectively in highly confused or ambiguous circumstances	2.0	4.0
3	Looks at the sensitivity of major decisions	5.0	5.0
4	Quantifies the influence that major decisions are likely to have	4.0	5.0
5	Doesn't necessarily go along with a decision because its popular	3.0	3.0
6	Is effective in dealing with trivial matters quickly	3.0	4.0

Overall Development Needs

Report Perception

Your Report see the following as development needs	Competency Linkage
Is prone to think 'how could this be done differently?' (1.00)	Anticipation/proactive thinking
Likes to set up a range of useful listening channels to know what is going on (1.00)	Anticipation/proactive thinking
Develops contingency plans (1.00)	Anticipation/proactive thinking
Provides a role model for personal goal achievement (2.00)	Drive/motivation skills
Paces themselves to ensure that they meet targets or deadlines (2.00)	Organization/planning skills

Manager/ Leader Perception

Your Manager/ Leader see the following as development needs	Competency Linkage
Carefully assesses the resources that are available to achieve a particular outcome (1.00)	Organization/planning skills
Is assertive (1.00)	Persistence/perseverance skills
Limits their working time to a certain number of hours each day and no more (2.00)	Organization/planning skills
Can mount an effective argument as to why a certain way should be followed (2.00)	Strategizing ability
Calmly re-prioritizes if they have got to wait for a delayed train, plane, appointment, (2.00)	Pressure management skills

Free Form Comments

Jon Warner should KEEP doing now

- Keep trucking

Jon Warner should STOP doing immediately

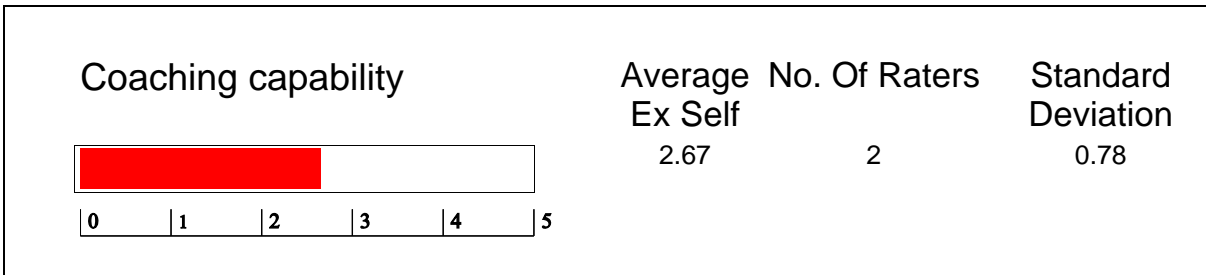
- Stop now

Jon Warner should START doing

- Go for it

Development / Action Suggestions

Coaching capability



Coaching ability looks at the extent to which you help people to 'face up' to their personal issues and/or problems as a means to starting their journey to dealing with them successfully. This category asks the question "How successfully do work with people to create an honest appraisal of their potential shortfalls and encourage new thinking and strategies to overcome them?"

Course Suggestions

- Mentoring others
- Effective coaching skills
- Conflict resolution
- Problem solving and decision making
- Feedback giving and receiving

Reading Suggestions

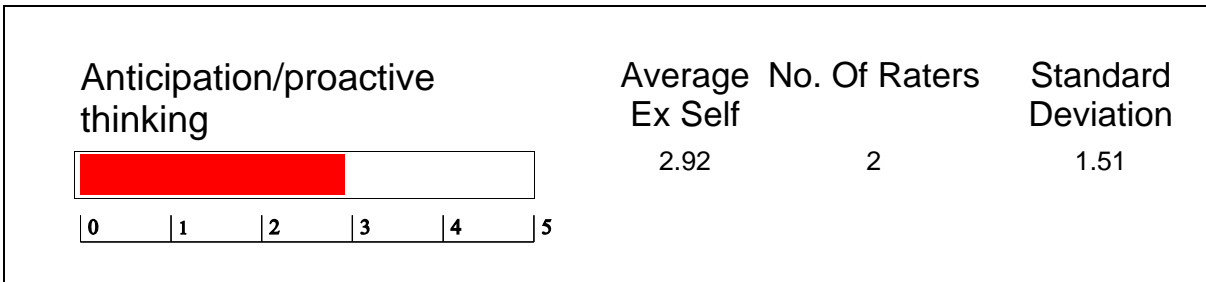
- Leader As Coach : Strategies for Coaching & Developing Others, David B. Peterson, Mary Dee Hicks. 1996
- Catalytic Coaching : The End of the Performance Review, Garold L. Markle. 2000
- Coaching: Realising the potential, P. Kallnauckas and H. King, 1994
- Masterful Coaching : Extraordinary Results by Impacting People and the Way They Think and Work Together, Robert Hargrove, 1995
- Effective Coaching (Briefcase Books Series), Marshall J. Cook. 1998

Other Suggestions

- Complete the "Coaching effectiveness" diagnostic instrument, Team Publications, 1998
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

Development / Action Suggestions

Anticipation/proactive thinking



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

Course Suggestions

- Anticipation skills/ability
- Problem solving skills
- Lateral thinking
- Personal organization skills

Reading Suggestions

- Lateral thinking, Edward De Bono, Penguin, 1988
- The Decision That Ensures Your Success!/the Power to Create, the Power to Destroy!/the Power of Anticipation, Anthony Robbins, 1993
- The Power of logical thinking, Marilyn Savant, St Martins, 1997

Other Suggestions

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

10 / 10 Report

Strengths according to all raters

- 1 - Looks at the sensitivity of major decisions (5.00)
- 2 - Generates a clear personal vision of what the future could be like (4.50)
- 3 - Constantly works to personally improve (4.50)
- 4 - Has the courage of their convictions (4.50)
- 5 - Good at seeing connections between diverse ideas and concepts (4.50)
- 6 - Extrapolates from experience when facing new challenges (4.50)
- 7 - Establishes priorities decisively for themselves and others (4.50)
- 8 - Quantifies the influence that major decisions are likely to have (4.50)
- 9 - Looks for innovative ways to capture people's enthusiasm about targets (4.00)
- 10 - Recognizes and encourages outstanding performance (4.00)

Development needs according to all raters

- 1 - Carefully assesses the resources that are available to achieve a particular outcome (2.00)
- 2 - Encourages people to think about whether all of their efforts are adding value (2.00)
- 3 - Limits their working time to a certain number of hours each day and no more (2.50)
- 4 - Aims to clear their desk of all paperwork every day (2.50)
- 5 - Is assertive (2.50)
- 6 - Can think laterally (2.50)
- 7 - Discovers ways to assist people in improving their performance (2.50)
- 8 - Encourages people to set improvement targets and assists individuals to reach them (2.50)
- 9 - Helping people to identify the 'root' causes of problems or issues they face (2.50)
- 10 - Finds ways to guide people in a language and way that they will understand (2.50)

Development Action Template

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

Development Area: Carefully assesses the resources that are available to achieve a particular outcome
Action to take:
Development Area: Encourages people to think about whether all of their efforts are adding value
Action to take:
Development Area: Limits their working time to a certain number of hours each day and no more
Action to take:
Development Area: Aims to clear their desk of all paperwork every day
Action to take:
Development Area: Is assertive
Action to take:

Development Action Template (continued)

The Blank Template below can also be used to record your personal development plans for the coming year under five key headings. Please read the completion statements for each are a carefully and draw upon the information contained in your report to write your action plan. You may like to copy this page as many times as you wish and develop an action plan for each competency that you feel needs focus and attention

<p>Job Assignments What internal job assignments or projects (short term or long term are likely to help you in developing your skills or behaviors)</p>	
<p>Learning from Others Who do you know that already has well-developed skills and behaviors in the development need area that you could learn from-how might you work with them?</p>	
<p>Formal Training What formal courses (you may need to research these) are likely to help you most in developing new behaviors or in developing/improving new skills?</p>	
<p>Self Study What can you do by yourself to engage in self-study and learning (by reading particularly relevant books, searching the internet or visiting the library etc) to help your own personal development?</p>	
<p>Related activities What other activities could you undertake to develop new behaviors or skills (e.g. volunteer work, informal coaching or training, work with friends etc)</p>	

Coaching Tip

Carefully assesses the resources that are available to achieve a particular outcome

Thinking without action or acting without thinking are both potential recipes for problems to occur especially when change is necessary and time is an extremely important commodity. As part of your self-management task, you need to ensure that you build regular, systematic time into your schedule to work on the need to carefully think, plan and then act decisively. Using the analogy of driving a vehicle, thinking is choosing the right gear for change; planning is steering the vehicle and action is the pressure accelerator, the momentum that translates thought into form or motion. The more effectively we adopt this simple three step process of Think, Plan, Act into our day to day practices, the more successful we are likely to be. Consider the following to improve your overall effectiveness in this area:

- Develop the habit of writing down daily, weekly (and even a monthly plan) so that you can better tackle major change in the most effective way possible.
- Be realistic about how long certain tasks are likely to take to do them properly and build this into your forward schedule.
- Use commuting time to engage in quiet reflective thinking and planning about the future, and organize your thoughts.
- Schedule a regular length of time for thinking, and follow this up with a schedule for the corresponding action, that flows from your reflection time.
- Advise colleagues that you will be unavailable for half an hour a day or a couple of hours once a week (or whatever suits you most personally).
- Use a tape recorder in your car or on the train to record ideas, or a simple notebook that you can keep in your pocket.



Coaching Tip

Encourages people to think about whether all of their efforts are adding value

Irrespective of the type of organization, or level and type of involvement in the supply of products or services, the overall time that is taken and the value that is created as a result are the critical factors. This simply means that the time it takes to assemble, create, deliver or supply a product or service and ensuring that the efforts to add value are as high as possible will have a significant impact on the entire performance of the organization trying to do it. As such, investing a considerable amount of effort into removing and kind of process delays or bottlenecks or cutting out any work that does not directly add value to the process is a very direct way to increase overall efficiency and effectiveness and bring about greater success. Consider the following steps to help improve your overall effectiveness:

- Review all the major processes that flow through your area of work responsibility or look at entire processes for which you are responsible and generally ask whether they generally run smoothly and without delay.
- Look at the impact of process and problems both 'upstream' and 'downstream' wasted effort and the new problems or low value work or tasks that might need to be dealt with when changes or adjustments are made.
- Select the one of two major processes that seem most in need of attention to reduce cycle time, address bottlenecks or cut out low or no value effort and look to simply 'map' these processes diagrammatically.
- Collect hard measured data about the time taken and wasted effort or resources at each stage of the process cycle and compare this to 'best practice'.
- Call people together that are familiar with processes and brainstorm whether all of their efforts are focussed on adding value and if not, what tasks might be eliminated, re-designed, avoided, lessened or reduced in some way.



Coaching Tip

Limits their working time to a certain number of hours each day and no more

It's amazing what you can get done if you work 24 hours a day, but you tend to get sick or die more rapidly than you might when you live your life like that. You need to maintain a healthy equilibrium between work and the rest of your life; if you don't, then not only will your health suffer, but so too will your work- the thing to which you are sacrificing yourself. How can you best limit your working time to a certain number of hours each day, and no more? Might any of these approaches work for you?

- Try to remember Parkinson's Law: Work expands to fill the amount of time available. The British writer C. Northcote Parkinson first offered this 'law' as a semi-humorous attempt to explain why it was that some people took a long time to achieve a given task, whereas other people achieved the same task in much less time. Making allowances for individual differences, Parkinson suggested that the explanation lies in the mental barriers we impose upon ourselves: if we have three hours, we will take three hours; if we have half an hour, we will do it in half an hour. This "law" doesn't always work, but it helps to explain some of the mind games we play with ourselves. In other words, make realistic estimates of just how much work is ahead, and be honest with yourself about your attitude towards it. Otherwise, you will not get much done, and your low productivity may be noted. Also, you will not have discretionary time at your disposal when 'inevitably' other jobs pop up.
- Learn to say "no" to jobs that are not yours. Don't try to please everyone, otherwise you'll end up pleasing no-one, least of all yourself.
- Learn to turn off at the end of the day. You can't avoid thinking about work in non-work time to a certain extent, but you have to get a life - otherwise, your personal life suffers, and your work suffers as well.
- Be careful about taking work home, or working late on something. Sometimes just ploughing away at a job can be productive, but sometimes it can be counter-productive: we can get too close to a problem, can lose perspective, and become so burnt out that we begin to get into diminishing returns. Sometimes the best way to solve a problem is to simply walk away from it, and return to it refreshed.
- Learn to focus on quality, not quantity; under-time, not over-time.
- Check to see if there is a culture or value system in the workplace that celebrates over-commitment, over-time, and "look-how-hard-I'm-working" workaholism. Make a judgment about whether it is strategically wise to challenge this culture, and if it is, challenge it. If it not wise - if it is better to shut up, keep your head below the parapet, and just join in the whole sorry charade- then perhaps it's time that you began to brush up your resume and looked further afield to less destructive workplaces.



Coaching Tip

Aims to clear their desk of all paperwork every day

Can't find what you're looking for? There may be a reason for that, if your desk and all that it contains are becoming more notable for the third dimension of height and depth rather than the old-fashioned two dimensions of width and length. You need to process paperwork with as much effectiveness as you can muster, otherwise you might lose the paper war. Remember, the trick is to do at least something with every piece of paper that crosses your desk - it does not belong in a pile. Try these approaches to help build your effectiveness:

- Enjoy the experience of those wide open spaces on your desk when you do it for the first time. Praise yourself, and reward yourself in some way. This will make it more likely that you will repeat the experience. Reinforce the behavior. Get new habits.
- Enjoy the Zen-like serenity of absence of structure, like a Zen garden can be enjoyed. An uncluttered desk may well mean an uncluttered mind, which means that you can make more effective decisions.
- In the absence of a system of your own, deal with every document in one of the following four ways: A) Deal with it immediately yourself as your priority, B) Send it to someone else to deal with it (and set up a follow up reminder for yourself), C) File it straight away or put it in a "bring forward" system that will put it on your desk again to deal with it differently in 1, 2 3 or 4 weeks etc, or finally D) Throw it away.
- Make sure that the filing system really works, and you are not just stuffing things into it like someone frantically stuffing things in cupboards because friends or relatives are arriving unexpectedly. In the final analysis, it's false economy. The time that you think you are saving now will be lost many times over when you can't find a thing later on - and you may be looking for that thing in a crisis atmosphere (and the more disorganized you are, the more crises you will have).
- Set some time apart each day for processing paper: see filing, and cleaning up, as real work, not something trivial.
- Beware, however, of clean-desk syndrome: it may be better to have some paper left on your desk rather than prematurely dispatch it. Don't be like the houseproud person who has such a spotless house that no-one is allowed to actually relax in it, or do any thing in it.



Coaching Tip

Is assertive

Assertiveness is a philosophy and a technique of communication. It involves getting a deeper understanding of just what goes on when we interact with others, particularly when there is an element of conflict present (which covers, of course, much of human experience). Assertive people: 1. Feel empowered. They do not feel that they are unjustly controlled by others. 2. Are proactive - that is, they make things happen, and are not reactive - always waiting to see how they will respond to the words and actions of others 3. Know their rights and responsibilities in dealing with others 4. Are able to resist the aggressive, manipulative and passive ploys of other people. The three non-assertive styles of communicating - aggressive, passive, and manipulative - can sometimes be effective, but they are usually characterized by dishonesty, bad feelings, time-wasting, and conflict creation. Only the assertive style leads to honest, effective and problem-solving communication. It that it is a rarity for one person to be 100% assertive, or aggressive, or passive, or manipulative. All of us tend to be a mixture of all four styles. Indeed, we may be passive in one set of circumstances, dealing with certain people, aggressive in a second setting, assertive in a third, and manipulative in a fourth. For example, a person may be passive in one setting, and may be the object of bullying from aggressive types. Such a person may resent such bullying, but not be assertive enough to retaliate against such behavior, or neutralize it. Such a person may then become release his/her frustration by becoming aggressive towards other, less threatening people (children, relatives, subordinates) in other settings. Again, passives may be passive for a long time in the face of aggression from others, and then one day, just snap. When the worm turns, aggressives might get more than they bargained for from the former passives. Think of your own style of communicating. Is it predominantly assertive, or is it predominantly passive, aggressive or manipulative? Does your predominant style cause you problems when interacting with other people? Do you find that your predominant style changes according to the circumstances or settings you find yourself in?

