

Institute for Social + Emotional Intelligence
Social + Emotional Intelligence 360 Profile
Robert Sample
June 8, 2011

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Introduction

Honest feedback is a gift. Everyone needs honest feedback, and it is not often in many people's lives that they are given an opportunity to receive it. The people who provided this feedback were not required to participate, but they chose to give you their valuable time and insights. My hope is that you will use this feedback to select the changes that will help you to fully develop your leadership potential.

This is a report of others' perceptions. Their perceptions are real. They are caused by your behavior. The individual numerical scores in this report are not as important as the overall feedback. As you review this report, find those areas of strength that you can build upon, and identify those areas you would like to change. You can try to guess who gave you lower ratings, but often you'll be wrong, and the time you spend overanalyzing these results will be time spent in frustration. It is a natural human reaction to be somewhat concerned over your lower scores. Please remember: if you show anger or defensiveness over this report, people will never again give you honest feedback.

You are the only person who has a copy of - or who will see - this report. I encourage you to think about how you will use it. One thing to consider is how you might share some of the results. After you review your report, it is important to thank people for their time, effort and honesty. You might consider telling selected groups and individuals (your supervisor, your direct reports, and your peers, for example) some of the key things you learned and what you plan to work on as a result of your feedback. You might request the opportunity to sit down with others privately if they have additional feedback about high priority issues or specific suggestions on what you might change. Listen carefully and attentively to what people say. Take notes. Speak only to ask for more detail, never to show defensiveness. Tell them about the preliminary goals and next steps you are considering. Ask for ongoing support and feedback while you are making the changes.

Another thing to consider is the creation of ***an individual development plan***. I encourage you to use this feedback to analyze both your strengths as well as potential opportunities for development. This report itemizes what you bring to the workplace now and what you could strengthen in the future. It lists learned proficiencies by category and enables you to compare current skill levels with the demands of the job. I encourage you to identify three or four areas to focus on in the coming 90 days, areas that are most critical to your continued growth in the organization and professionally. Examine the specific action steps you can take and develop a strategy that will lead you to accomplishing your goals. Be specific about actions, outline timeframes and identify necessary resources. A development plan template is included at the end of this report to get you started.

This report is organized in sections:

- A category summary which summarizes your feedback by category
- Item ratings by category which lists the feedback to each of the items in the survey
- Highest rated items, your five highest rated items
- Lowest rated items, your five lowest rated items
- Summary questions, verbatim responses three open-ended questions, and
- An Individual Development Plan for you to use in determining how you will use the feedback.

Thank you again for your interest in and commitment to the process of learning and growth.

Kim Coach

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.

	<i>Self</i>	<i>Other / Social</i>
	Self-Awareness	Other/Social Awareness
<i>Awareness</i>	Emotional Self Awareness Accurate Self Assessment Personal Power	Empathy Org / Situational Awareness Service Orientation
	Self Management	Relationship Management
<i>Management</i>	Behavioral Self Control Integrity Innovation & Creativity Initiative & Bias for Action Achievement Drive Realistic Optimism Resilience Stress Management Personal Agility Intentionality	Communication Interpersonal Effectiveness Powerful Influencing Skills Conflict Management Inspirational Leadership Catalyzing Change Building Bonds Teamwork & Collaboration Coaching & Mentoring Others Building Trust & Credibility

The respondents to your 360 were asked to rate your performance on the above competencies on a 6-point agreement scale as follows:

- | | |
|-----------------------|--------------------|
| 1 = strongly disagree | 4 = mildly agree |
| 2 = disagree | 5 = agree |
| 3 = mildly disagree | 6 = strongly agree |

In general, we expect responses to average about 4.0, “mildly agree” or higher. Responses in the range of 4.0 to 4.7 are considered “good.” Average responses above 4.7 are considered “strengths.” Responses falling below 3.5 are areas which may indicate a need for development and improvement.

Part 1 Category Summary

Category Summary

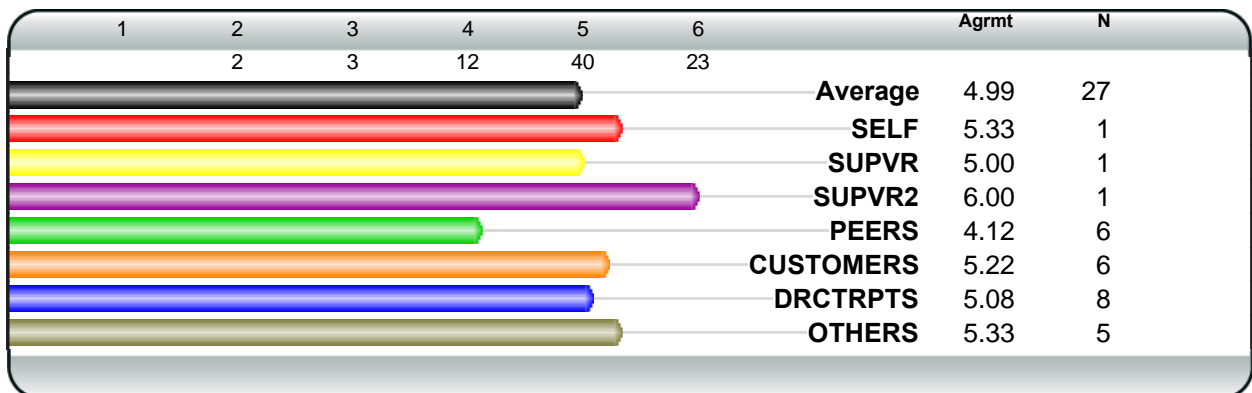
This report section displays all category scores.

Results are displayed both as a bar graph and in numerical form. The category names appear on the left side of the page. Your self-ratings are not included in these averages.

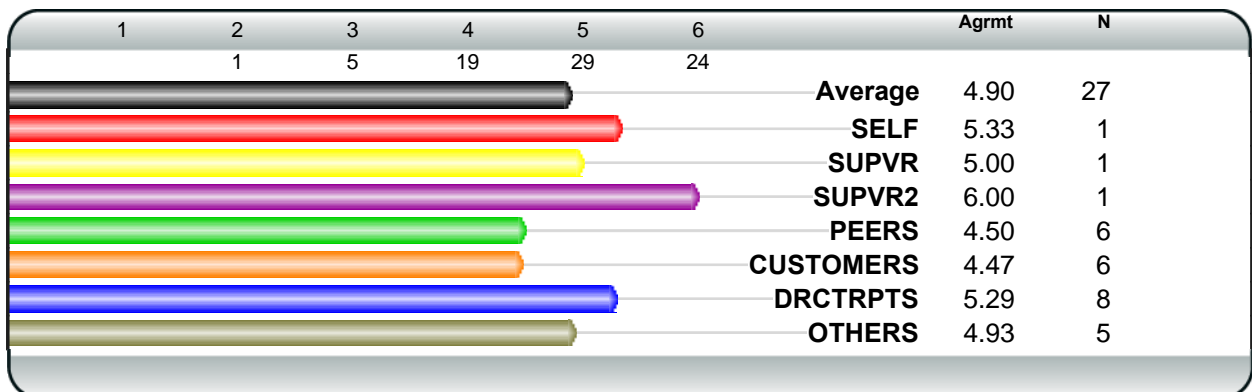
Column 1: Displays scores from highest to lowest. It represents the average of all item scores within each category; the bar graph also shows these averages.

Column 2: Displays the total number (N) of respondents in each group.

Personal Power

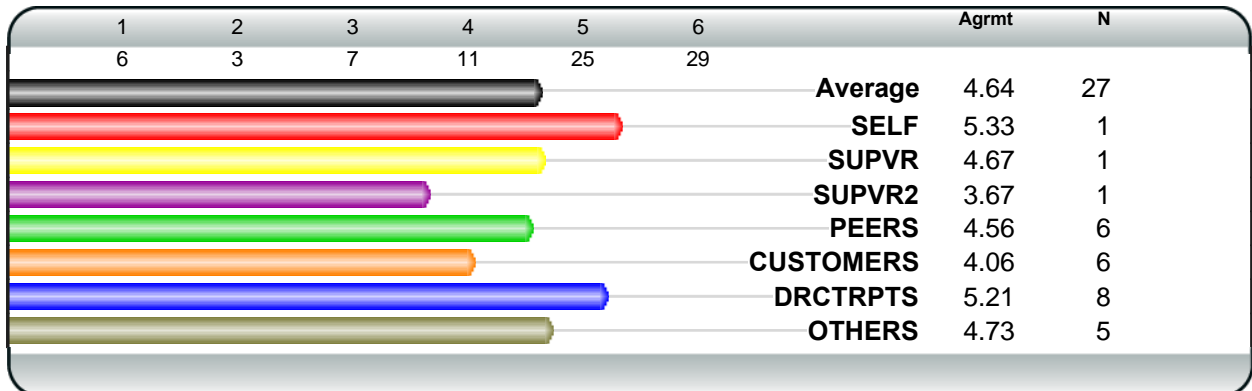


Innovation & Creativity

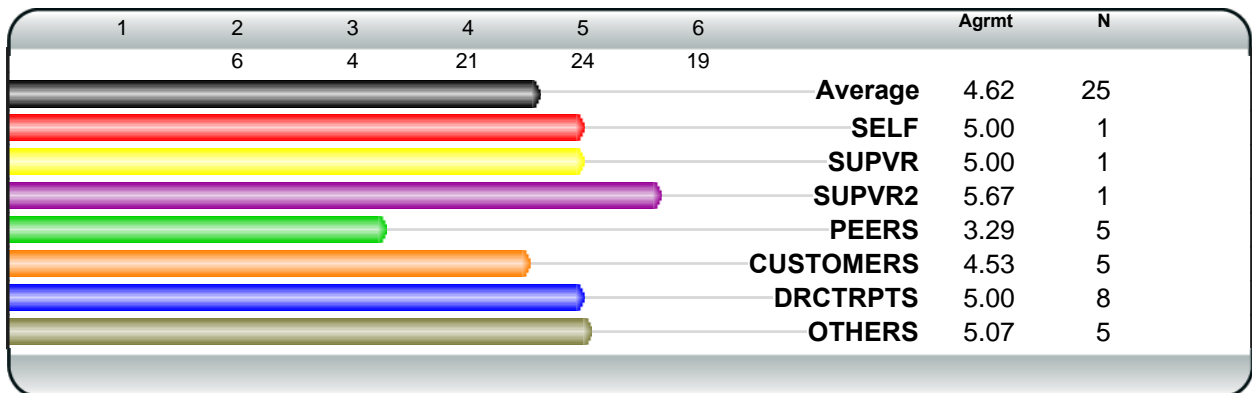


Category Summary

Organizational / Situational Awareness



Resilience

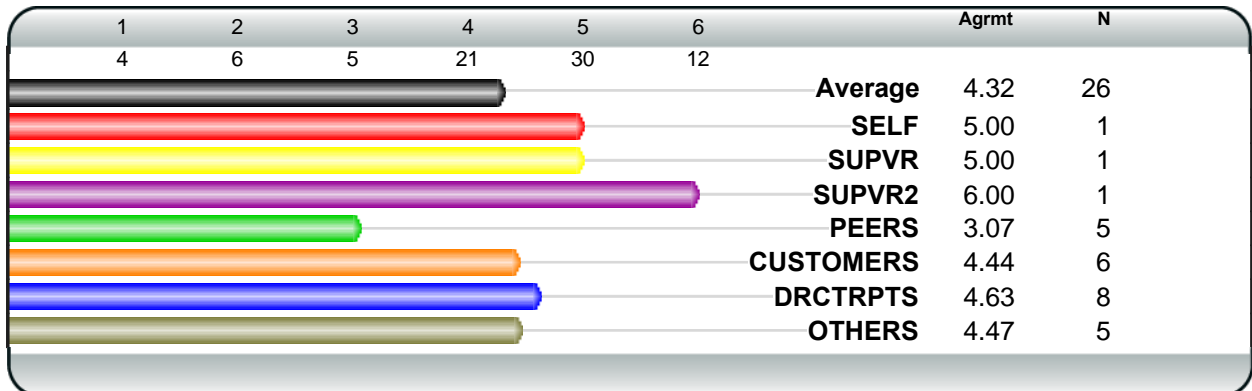


Initiative & Bias for Action

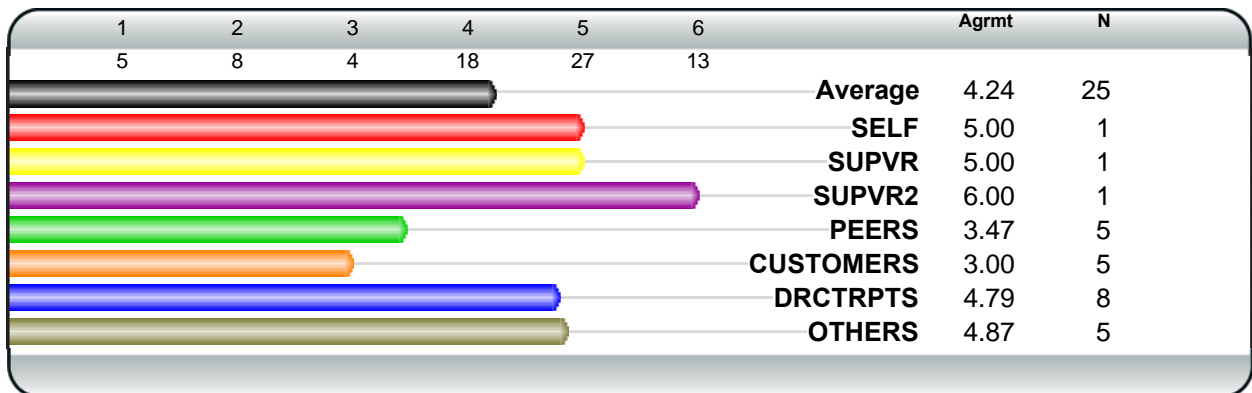


Category Summary

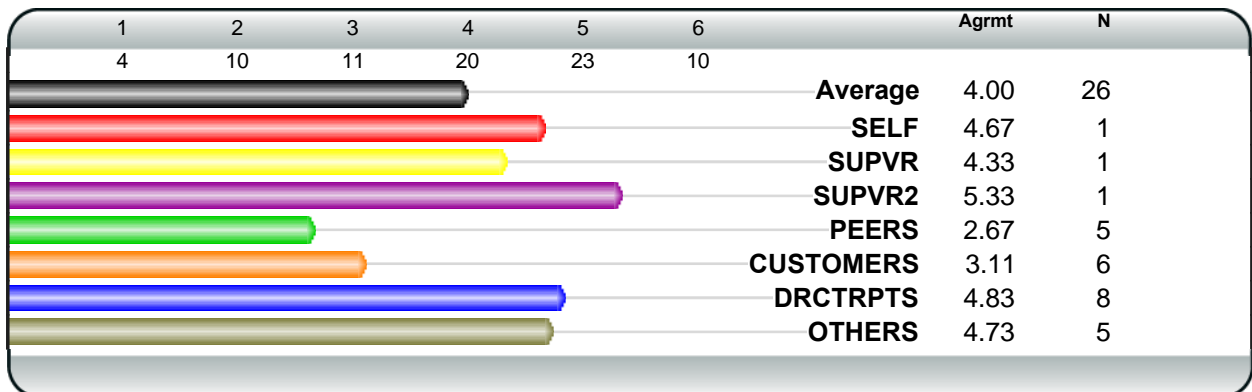
Intentionality



Achievement Drive

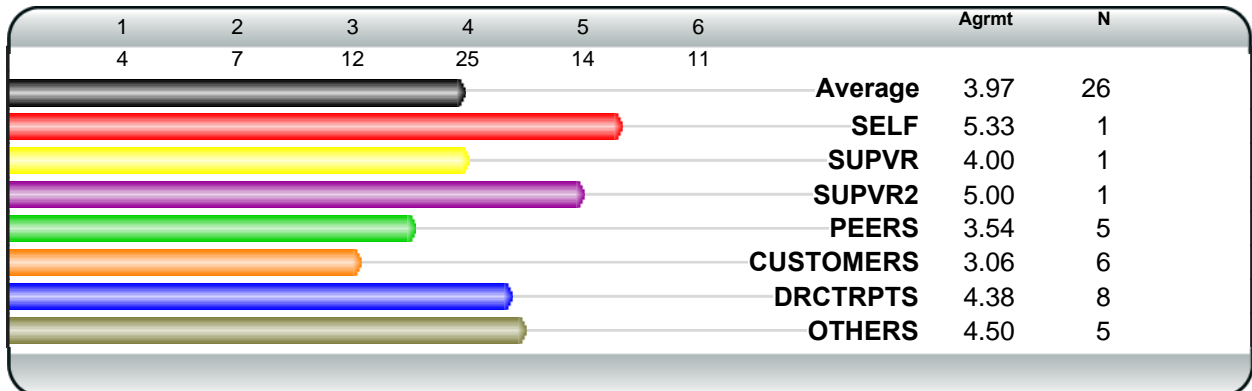


Personal Agility

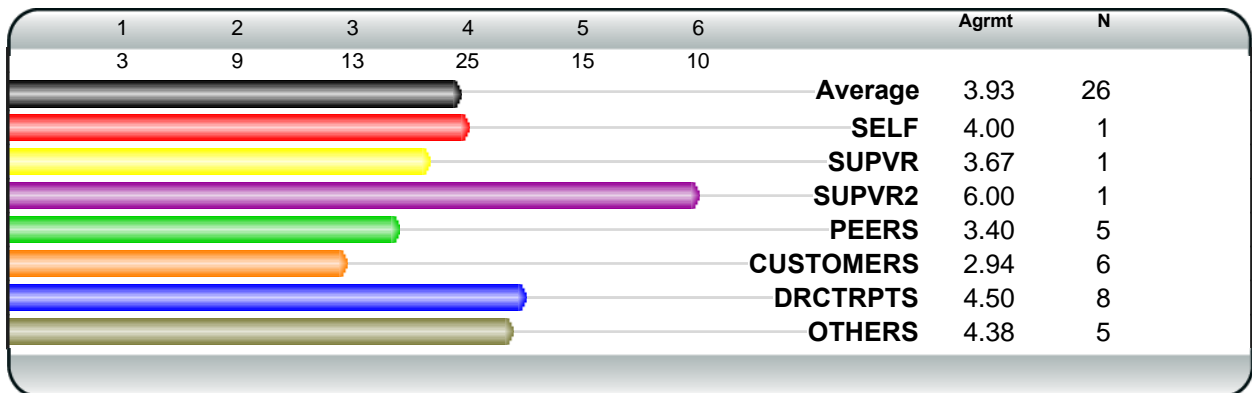


Category Summary

Coaching & Mentoring Others



Building Bonds

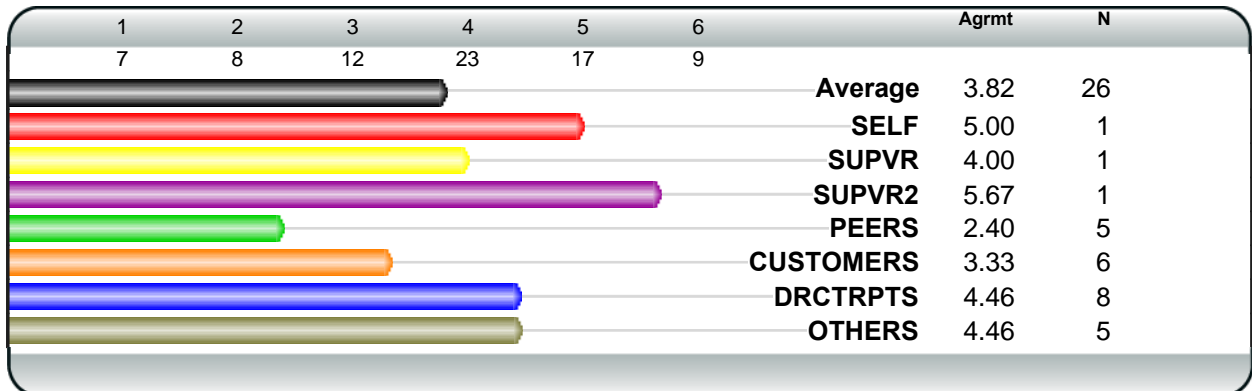


Powerful Influencing Skills

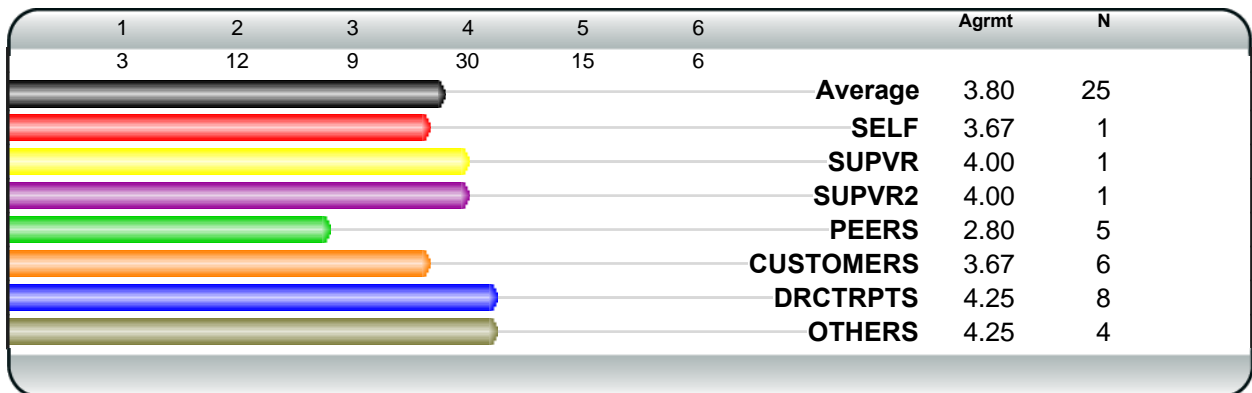


Category Summary

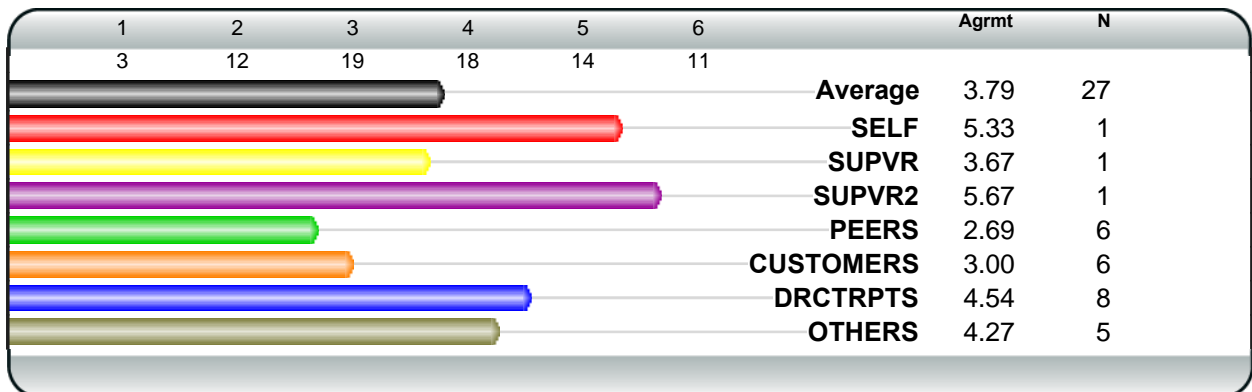
Stress Management



Emotional Self Awareness

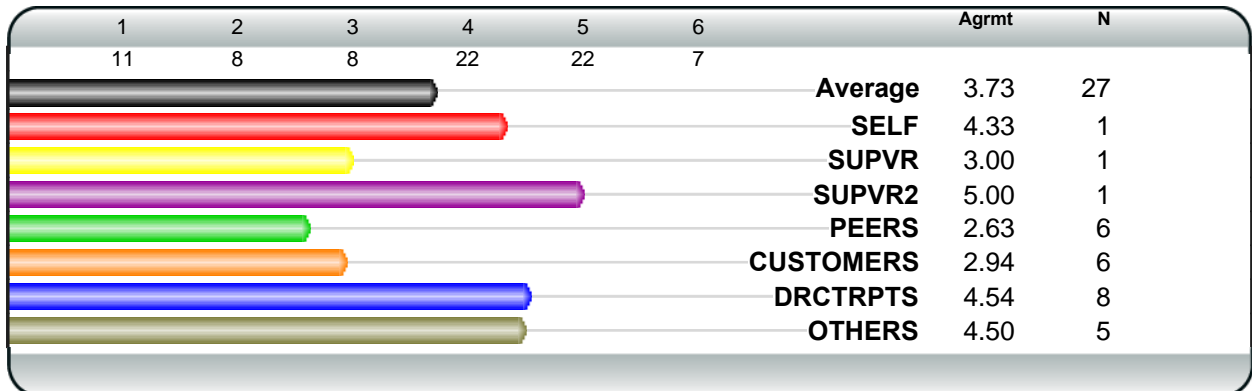


Inspirational Leadership

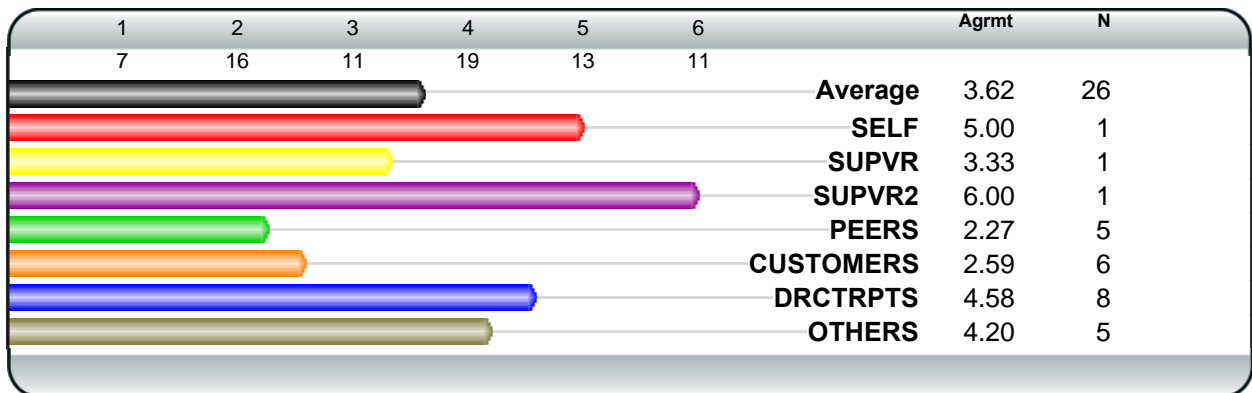


Category Summary

Realistic Optimism



Catalyzing Change

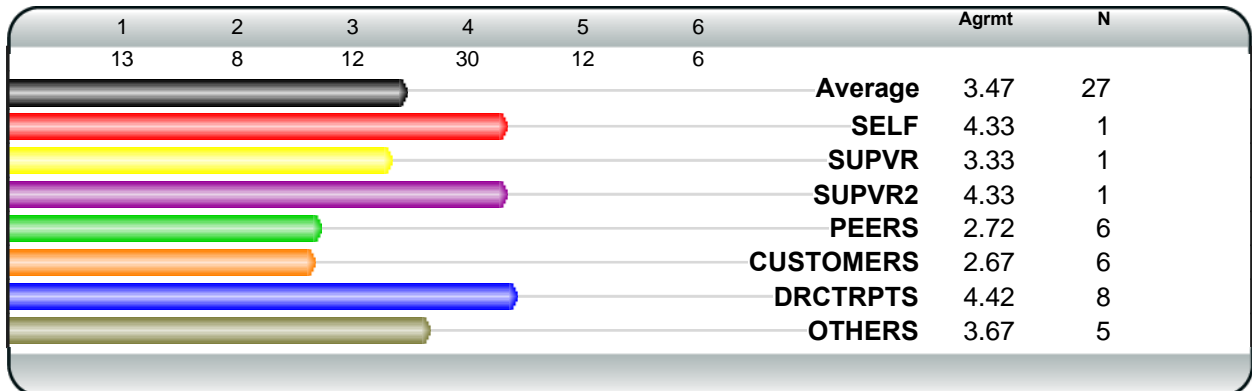


Integrity

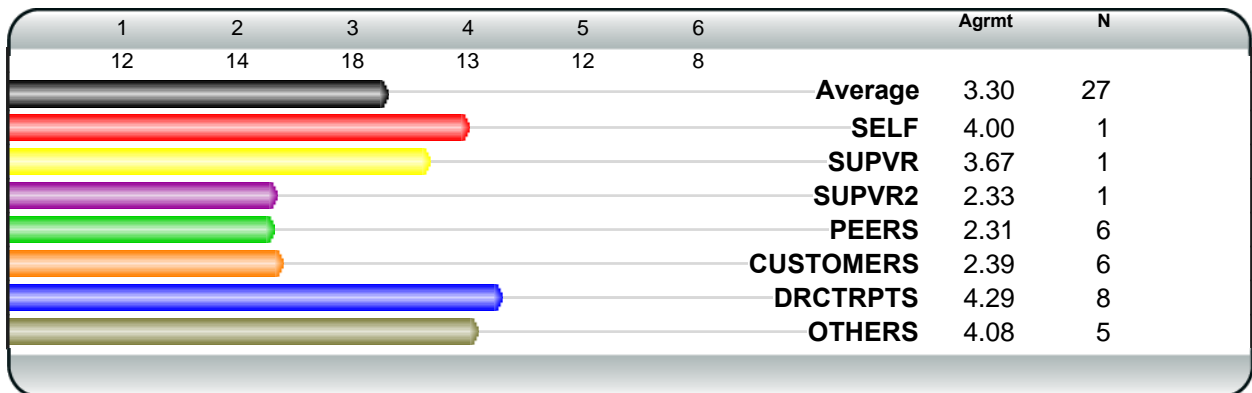


Category Summary

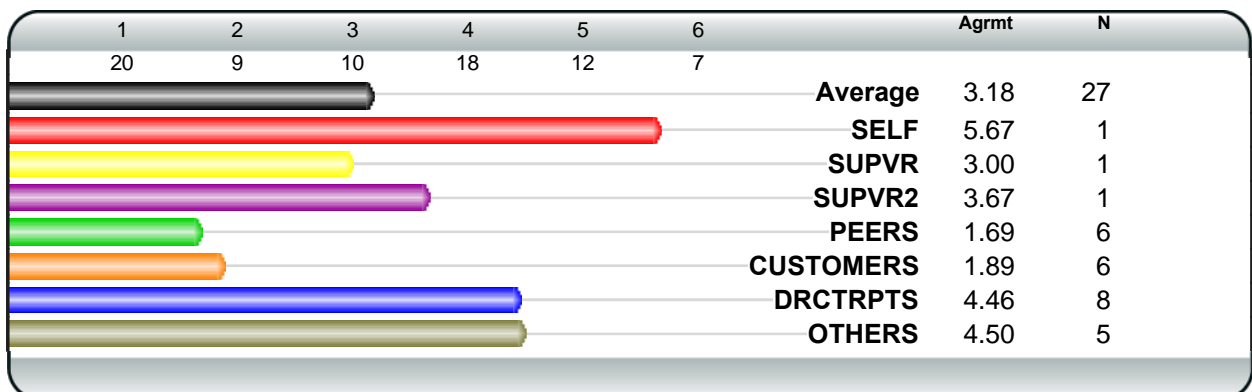
Interpersonal Effectiveness



Building Trust

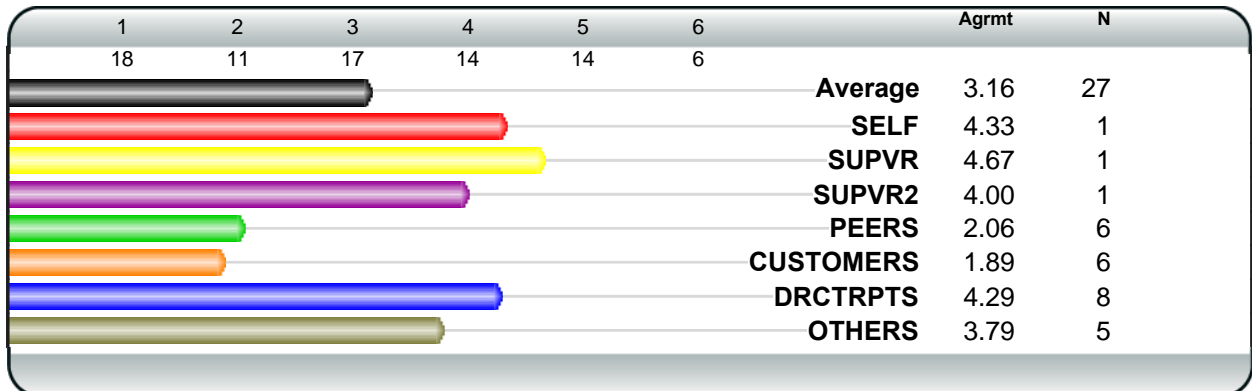


Teamwork & Collaboration



Category Summary

Service Ethic



Empathy

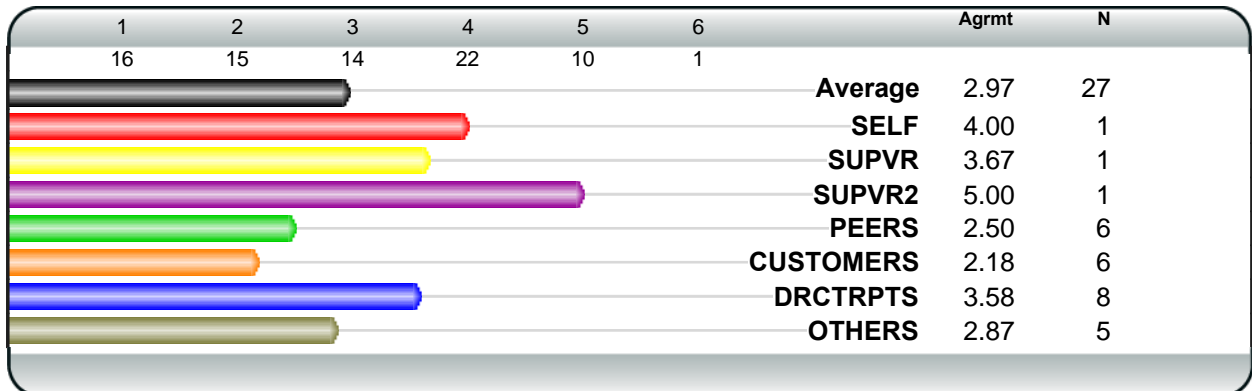


Communication

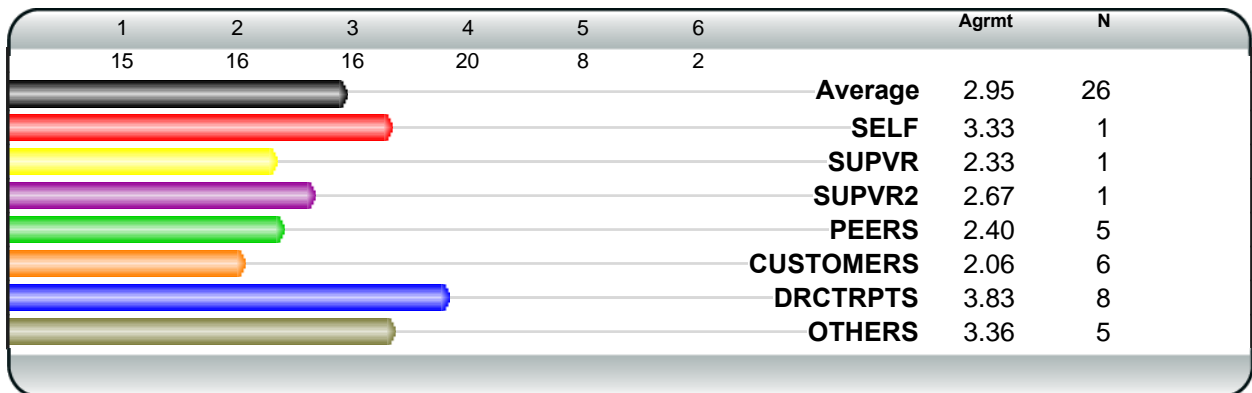


Category Summary

Behavioral Self Control



Conflict Management



Accurate Self Assessment



Category Summary - Self/Other

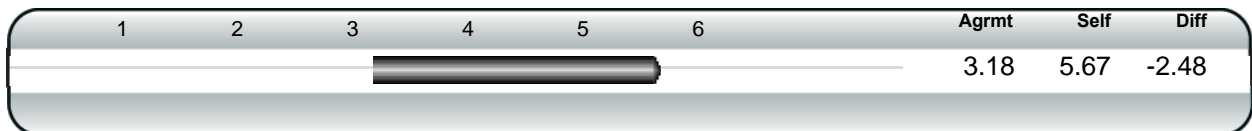
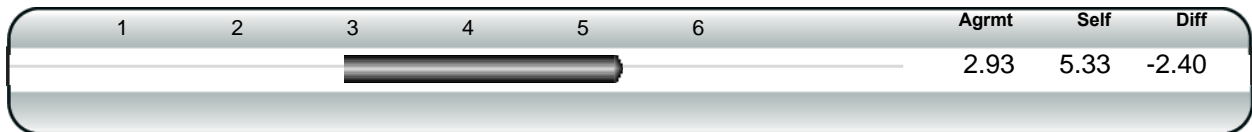
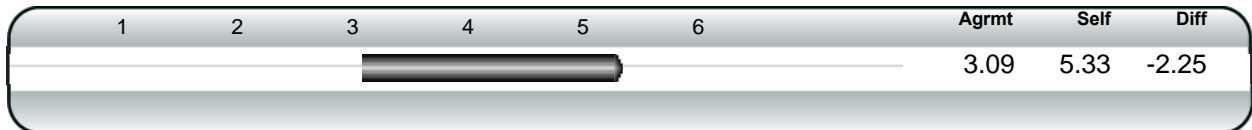
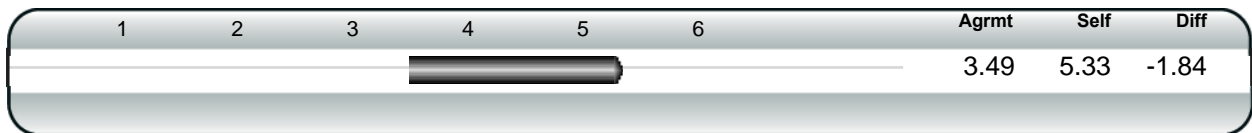
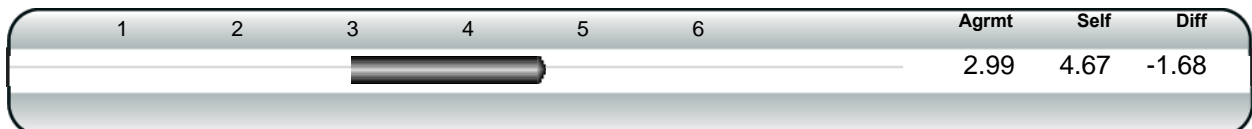
This section displays the ratings you gave yourself ("Self") and the ratings given by all your respondents ("Others").

Column 1: Displays the category scores on the agreement scale.

Column 2: Displays the category scores you gave yourself on the agreement scale.

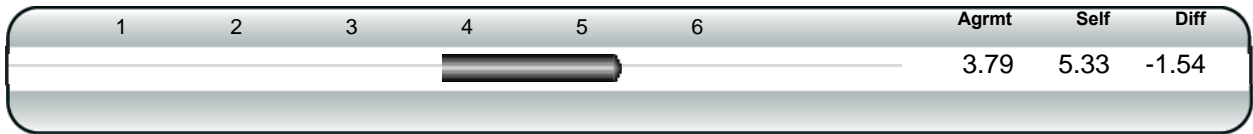
Column 3: Reports the difference between these two sets of scores. A difference of > 1 point (+ or -) is significant.

The difference between the two averages is shown as a gap graph. An arrow to the right indicates that you rated yourself higher than your respondents, while an arrow to the left indicates that you rated yourself lower than your respondents.

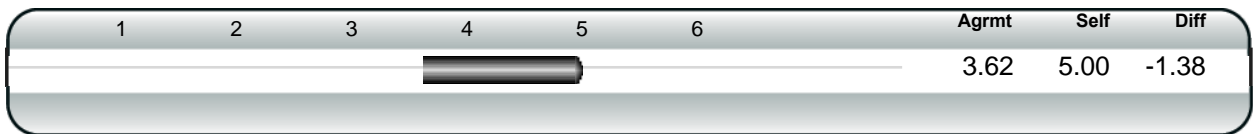
Teamwork & Collaboration**Accurate Self Assessment****Empathy****Integrity****Communication**

Category Summary - Self/Other

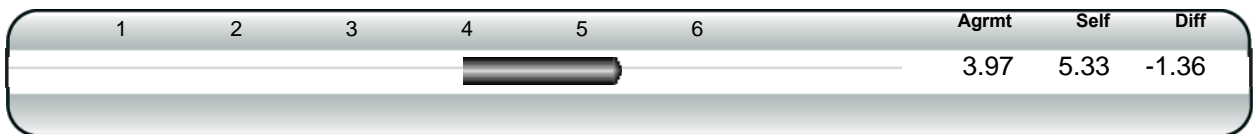
Inspirational Leadership



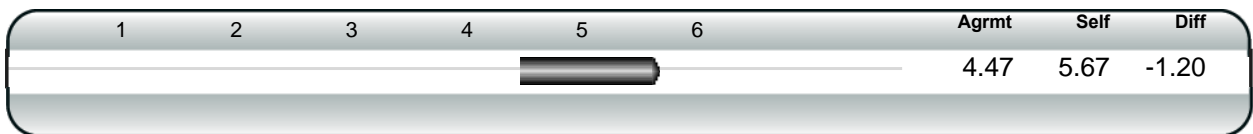
Catalyzing Change



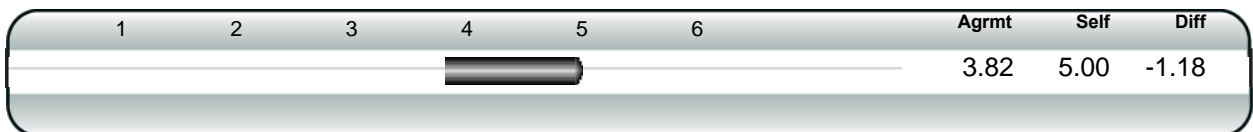
Coaching & Mentoring Others



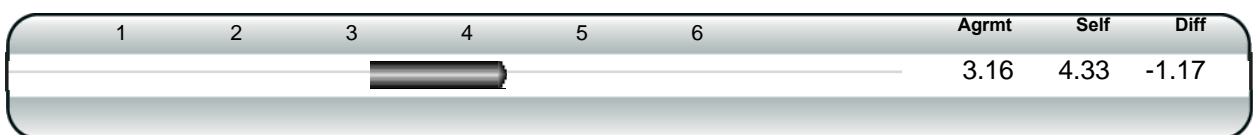
Initiative & Bias for Action



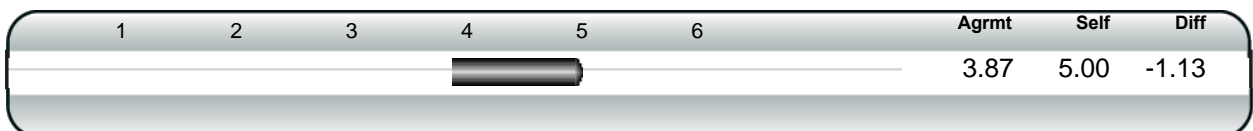
Stress Management



Service Ethic

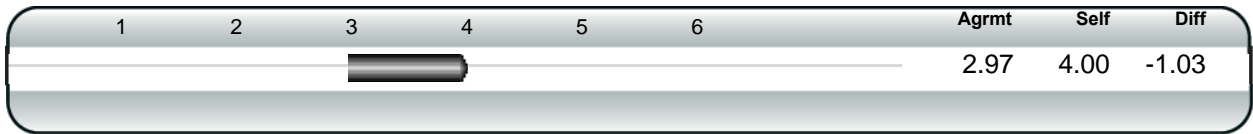


Powerful Influencing Skills

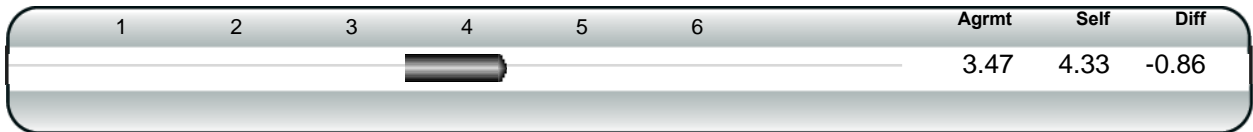


Category Summary - Self/Other

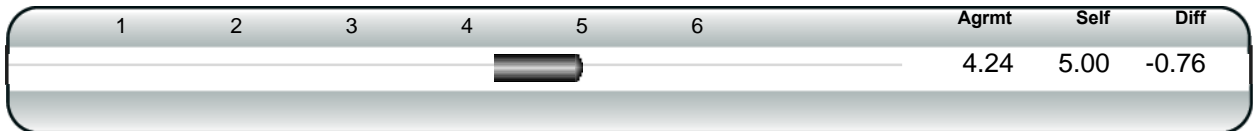
Behavioral Self Control



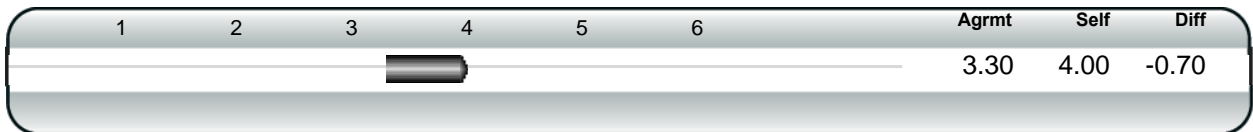
Interpersonal Effectiveness



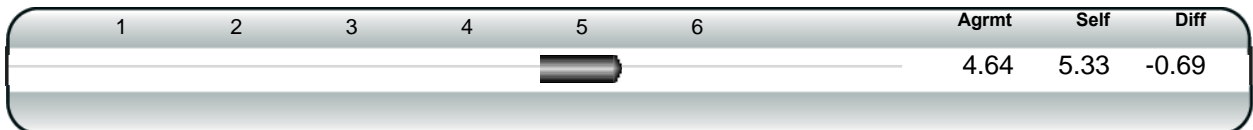
Achievement Drive



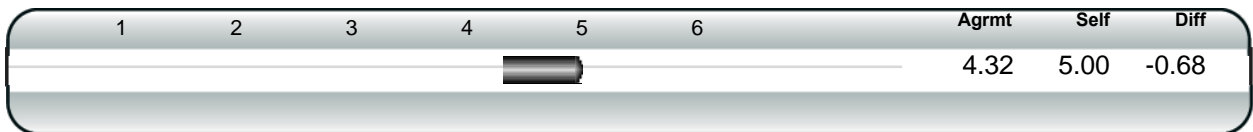
Building Trust



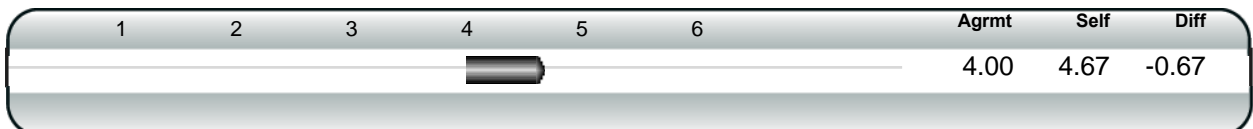
Organizational / Situational Awareness



Intentionality

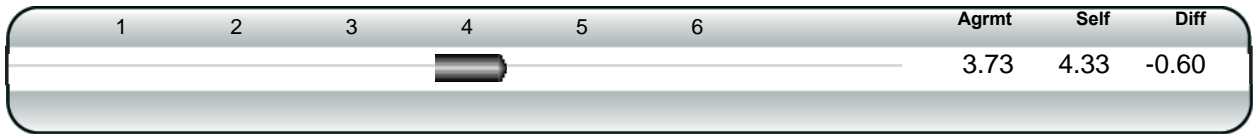


Personal Agility

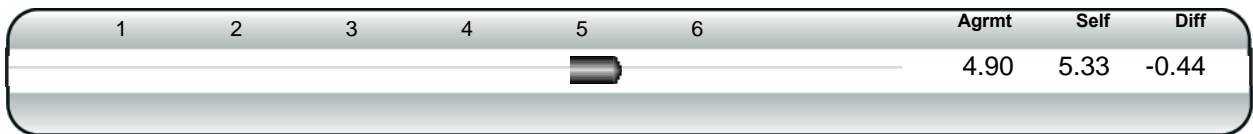


Category Summary - Self/Other

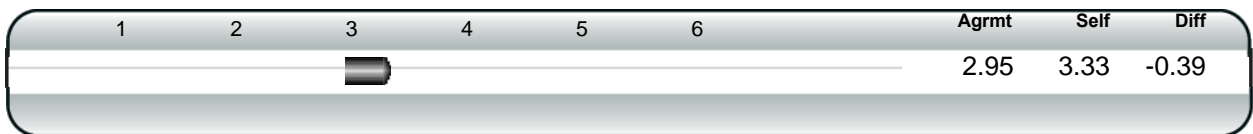
Realistic Optimism



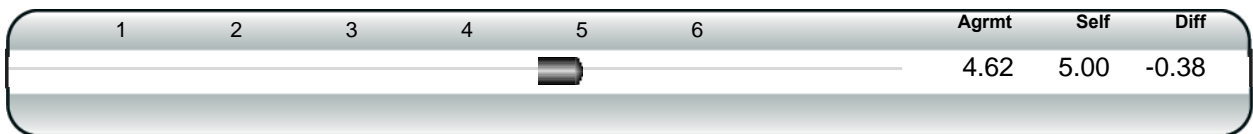
Innovation & Creativity



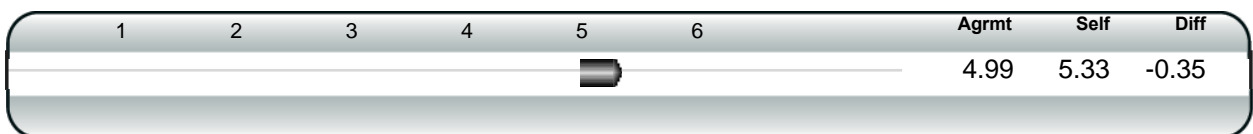
Conflict Management



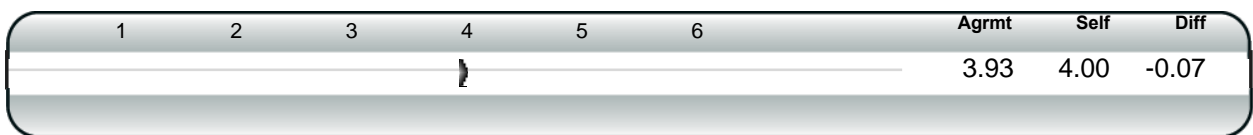
Resilience



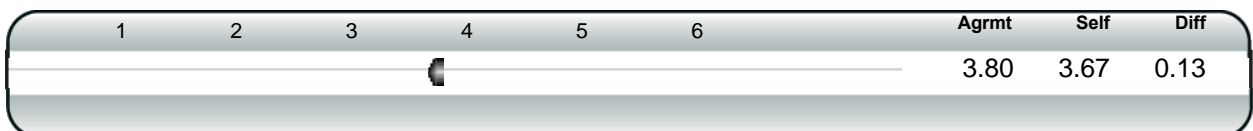
Personal Power



Building Bonds



Emotional Self Awareness



Part 2 Item Ratings

Item Ratings - Relationships/Comments

This section displays detailed information about the individual items within each category.

Results are displayed both as a bar graph and in numerical form. Your self-ratings are displayed as a separate bar graph and are not included in the average score.

The category name appears on the left, and the items related to the category are listed in the order in which they appeared in the assessment.

Directly beneath each item statement is the distribution of ratings, which shows the number of respondents who gave ratings at each point on the scale (e.g., 2 people may have given a rating of 4, 3 people gave a rating of 5, etc.).

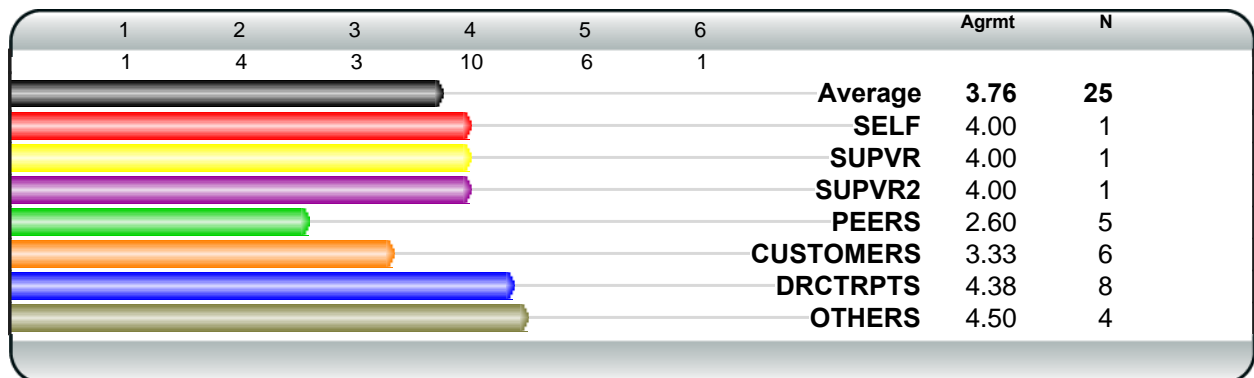
The horizontal bar graphs and corresponding number to the right display the item score on the agreement scale, based on the relationship type. The first bar shows the overall score from all respondents. The second bar displays the rating you gave yourself, and the remaining bars show the average ratings given by each rater relationship (e.g., peer, manager, etc.).

Column 1: Displays the scores for each item on the primary scale (the agreement scale).

Column 2: Displays the total number (N) of individuals who rated this item. This number can vary across items because some respondents may have skipped some items.

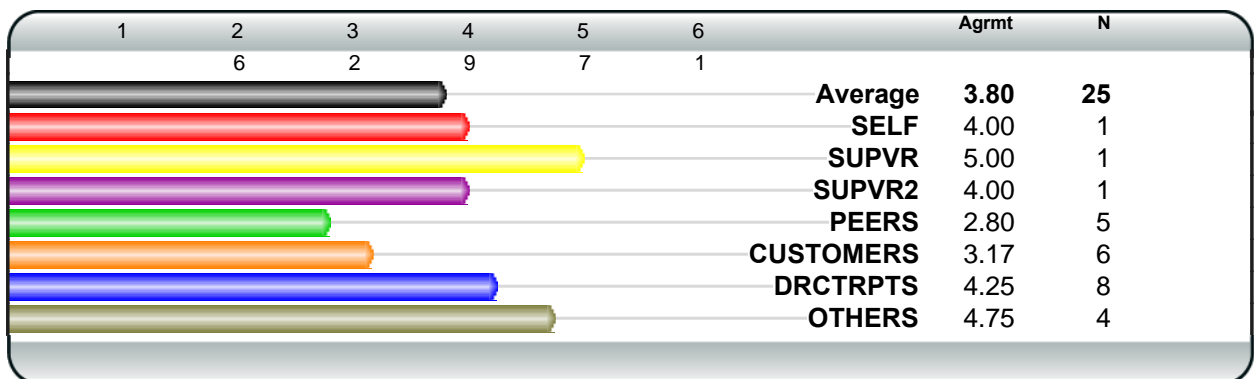
Emotional Self Awareness

1. Demonstrates an awareness of his/her emotions as they come up in the moment.

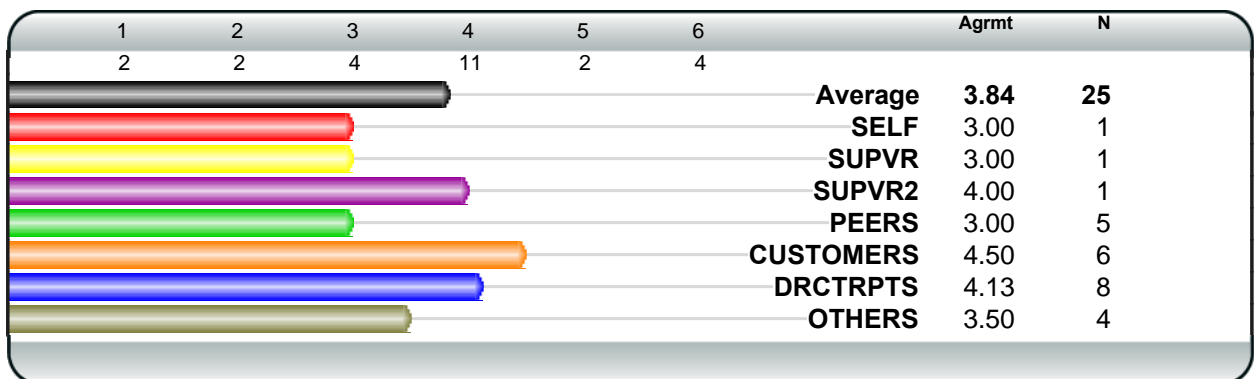


Item Ratings - Relationships/Comments

2. Notices when he/she starts to feel strong emotions, and knows the reasons those emotions are coming up.



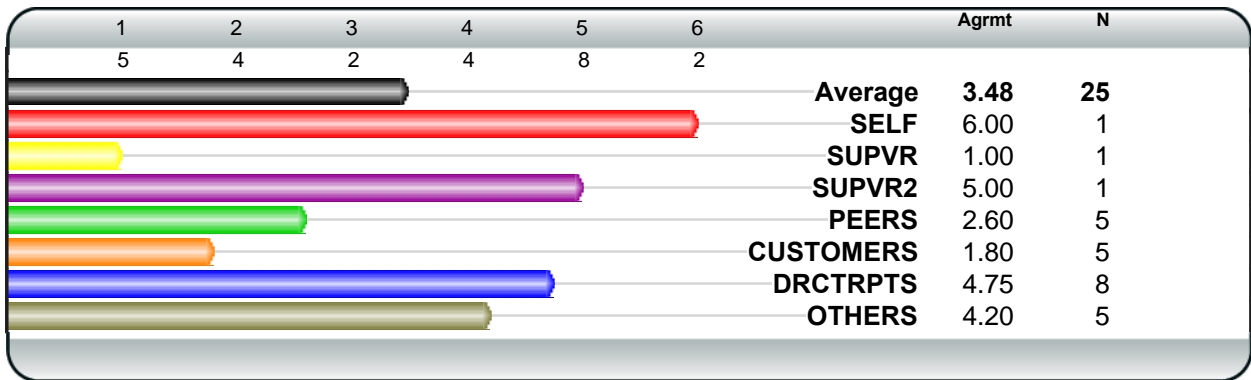
3. Listens to his/her emotions and uses that information to guide decisions and actions.



Item Ratings - Relationships/Comments

Accurate Self Assessment

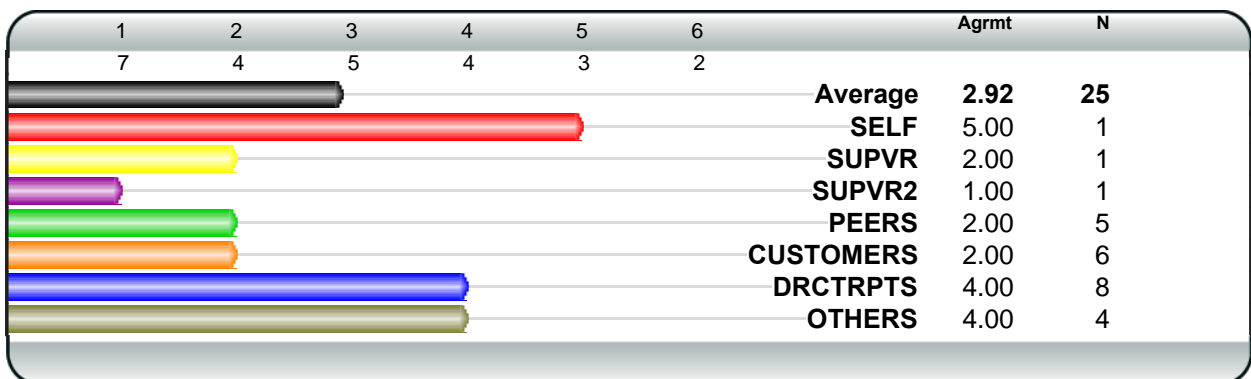
4. Analyzes both successes and failures for clues to how he/she can improve.



5. Accepts feedback and criticism without becoming defensive.



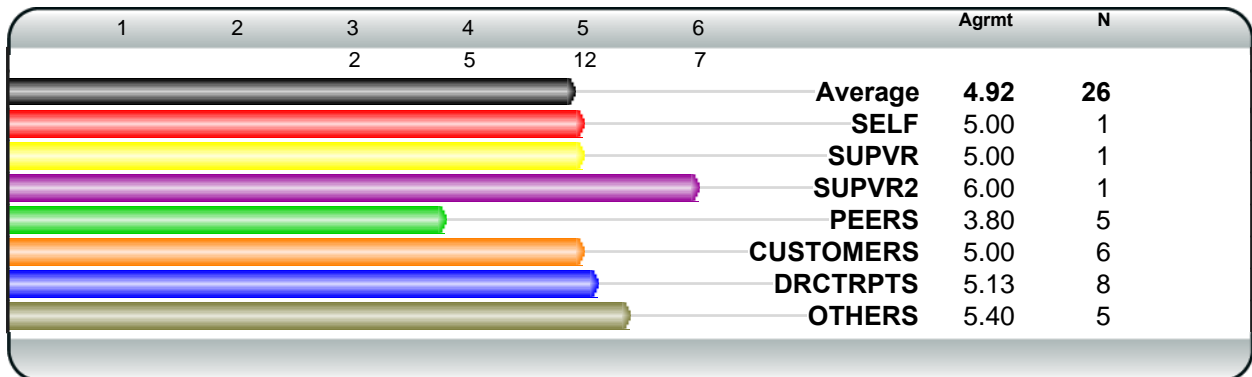
6. Knows his/her strengths and limitations.



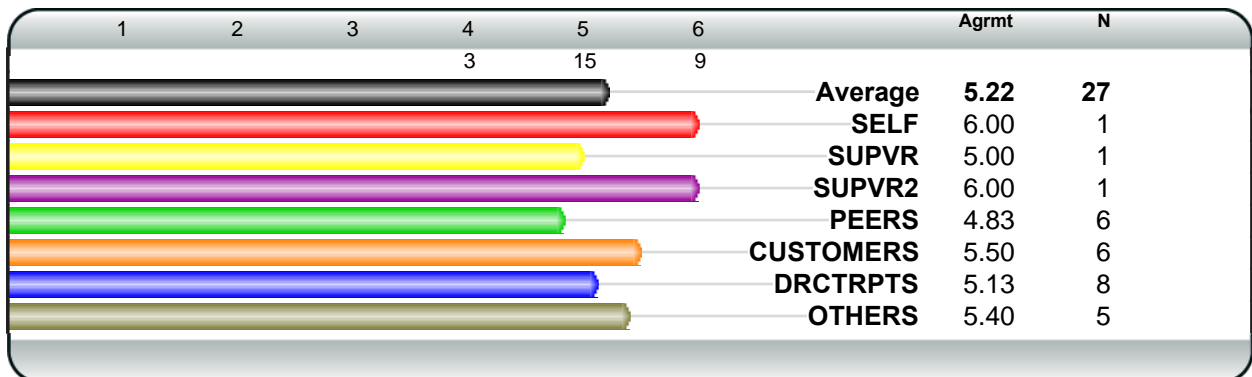
Item Ratings - Relationships/Comments

Personal Power

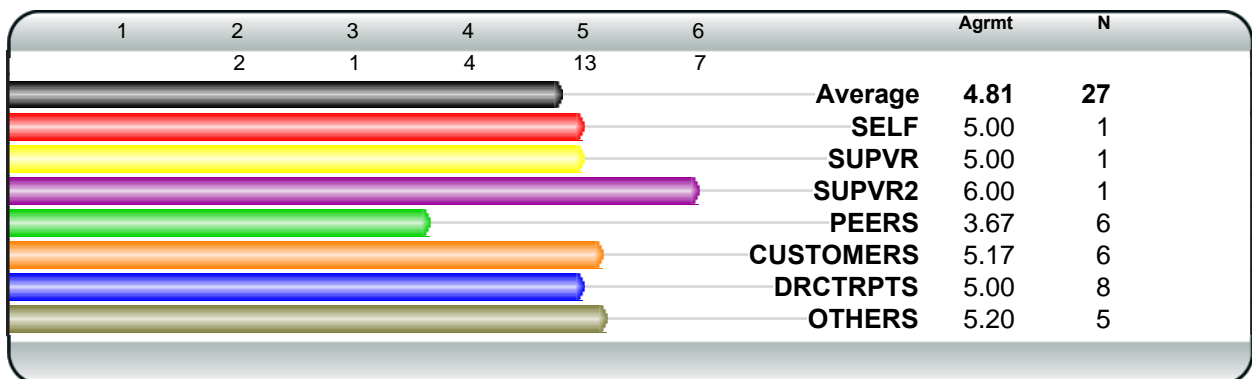
7. Maintains a confidence in his/her abilities; makes things happen.



8. Knows what he/she wants and goes after it.



9. Finds ways to accomplish what he/she wants; can solve most of the challenges life presents.



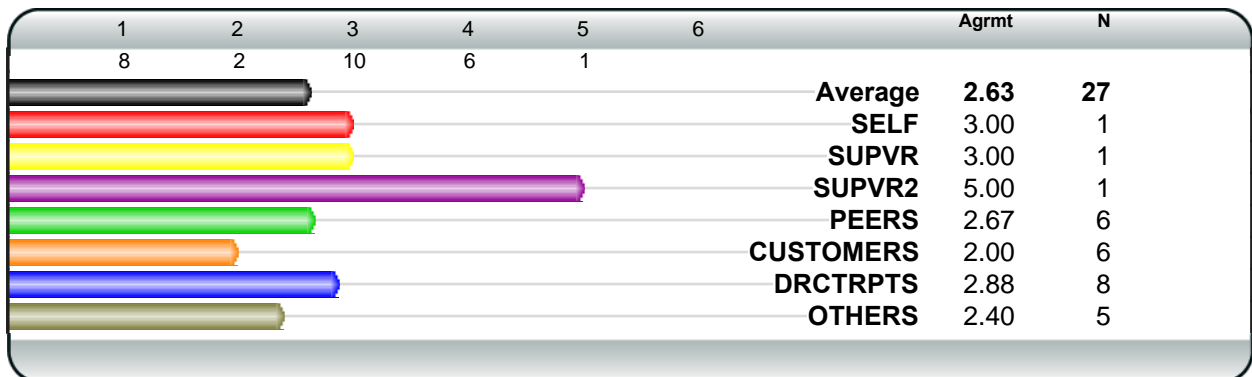
Item Ratings - Relationships/Comments

Behavioral Self Control

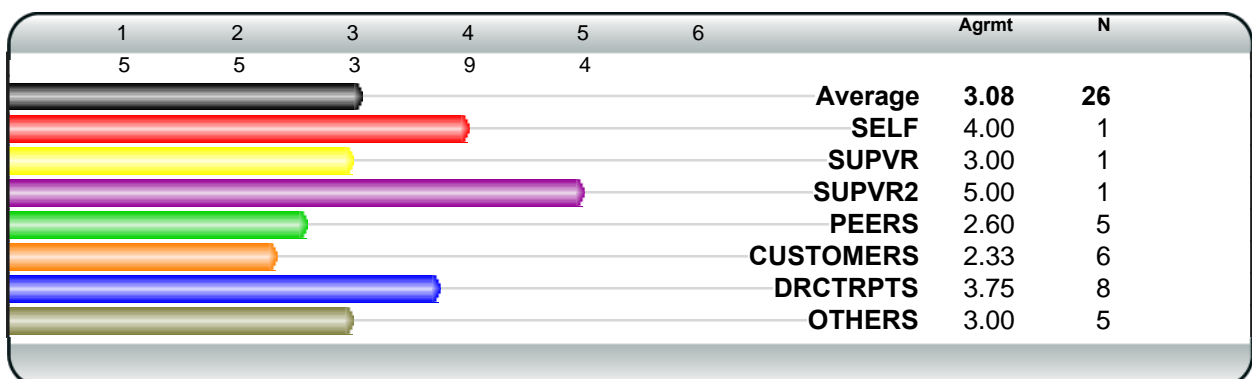
10. Stays relaxed and composed in situations of stress, pressure, deadlines and crises.



11. Demonstrates patience with people and situations at all times; never loses his/her temper.



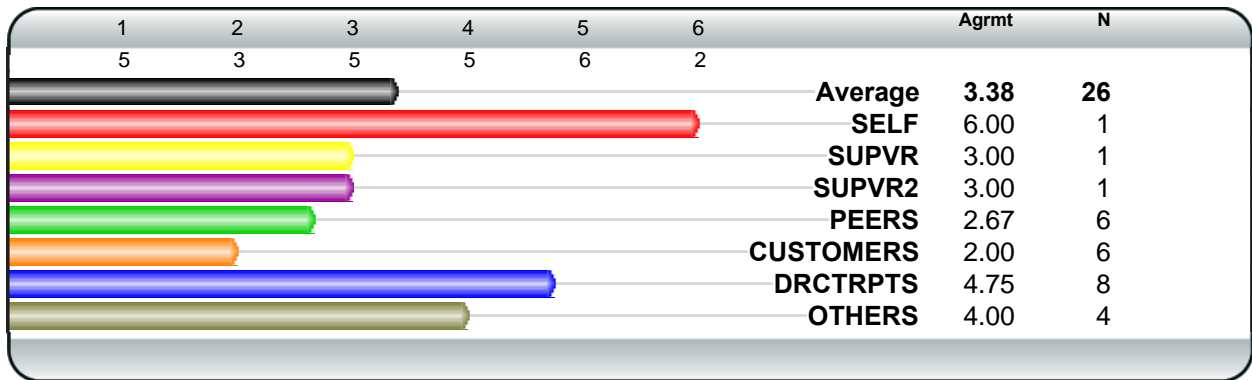
12. Discusses problems and breakdowns in a controlled, appropriate manner; when angry or upset, * quickly calms himself/herself before talking with others.



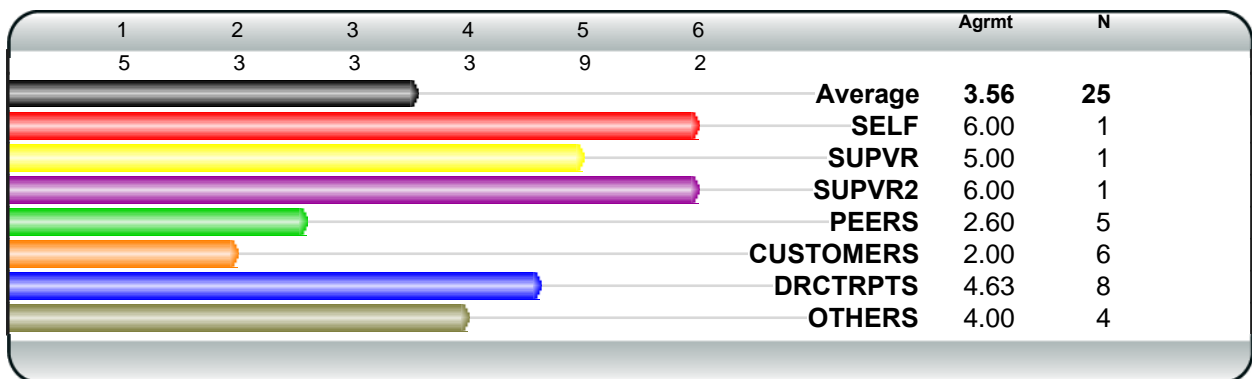
Item Ratings - Relationships/Comments

Integrity

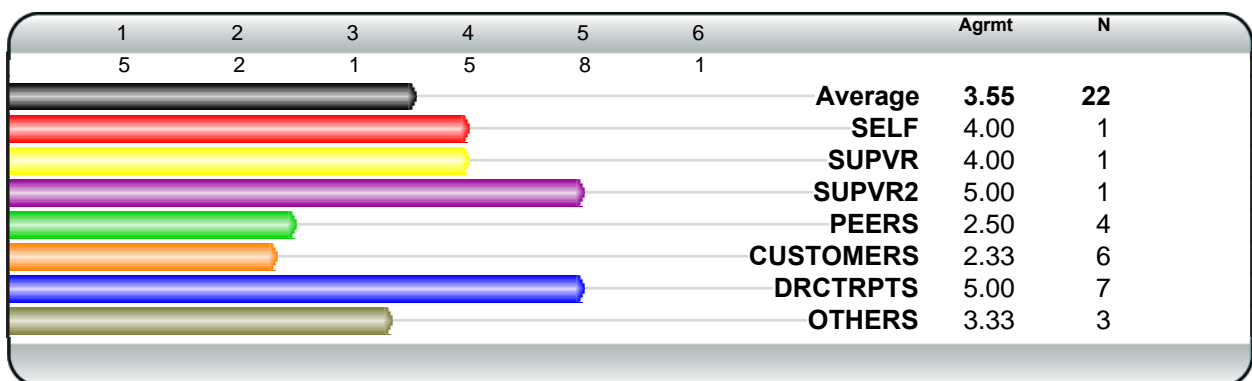
13. Is honest and trustworthy in all interactions; keeps word and honors commitments.



14. Maintains high standards of integrity and behaves in accordance with his/her expressed beliefs.



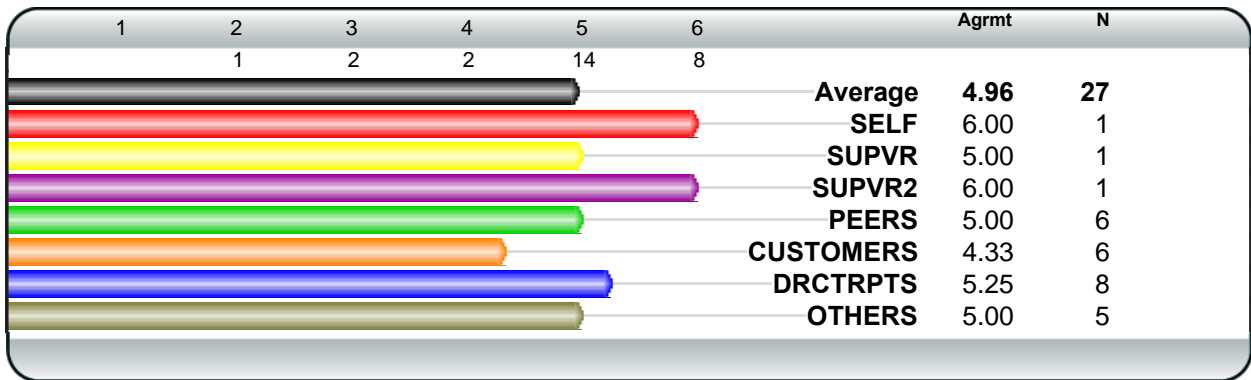
15. Confronts unethical behavior in others rather than "turning a blind eye."



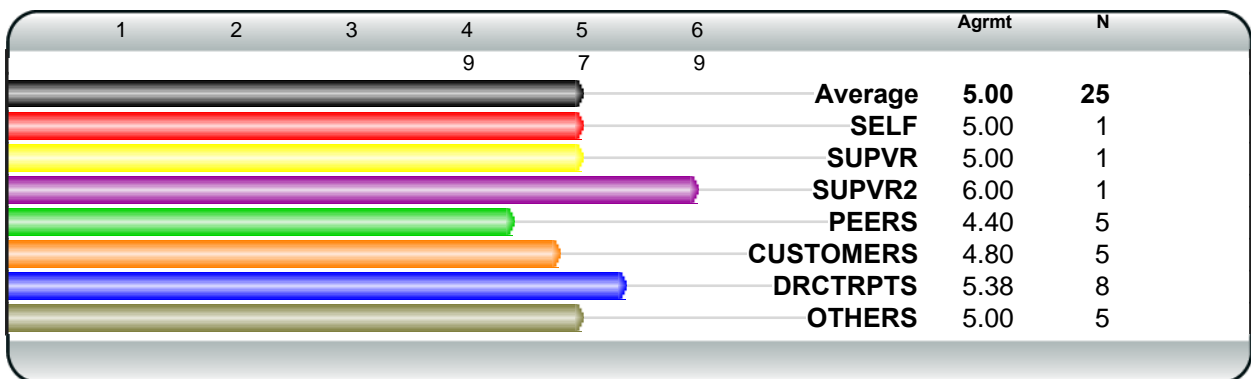
Item Ratings - Relationships/Comments

Innovation & Creativity

16. Enjoys experimenting with new ideas and solutions.



17. Questions accepted practices and assumptions; readily cuts through red tape in order to try an innovative new approach.



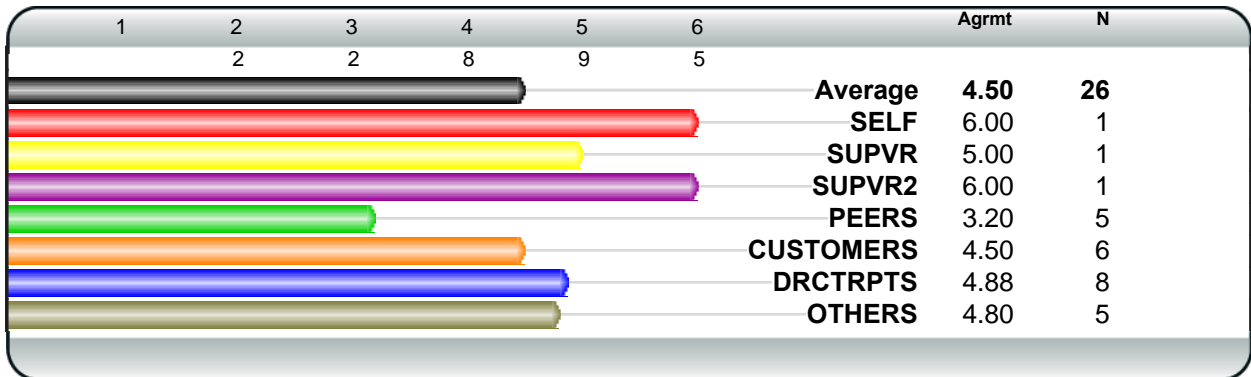
18. Takes risks, tries new products, services and methods, and makes things happen in new and innovative ways.



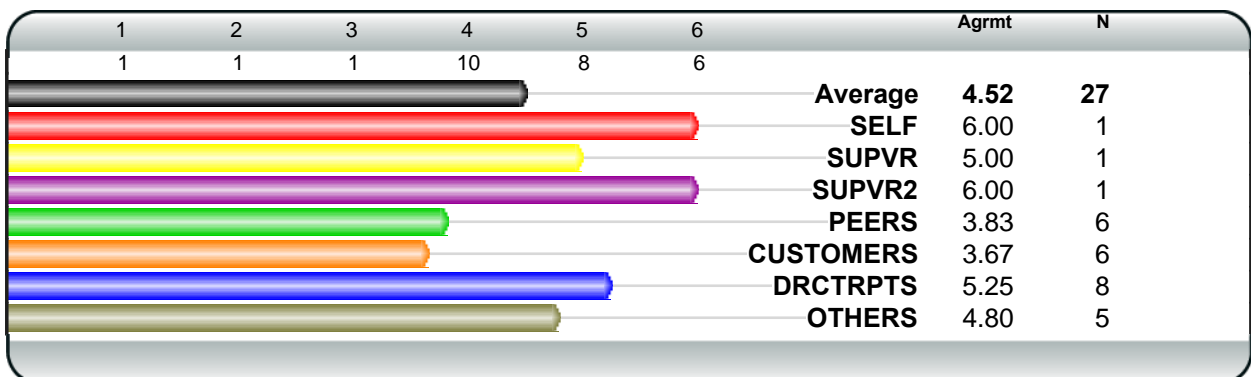
Item Ratings - Relationships/Comments

Initiative & Bias for Action

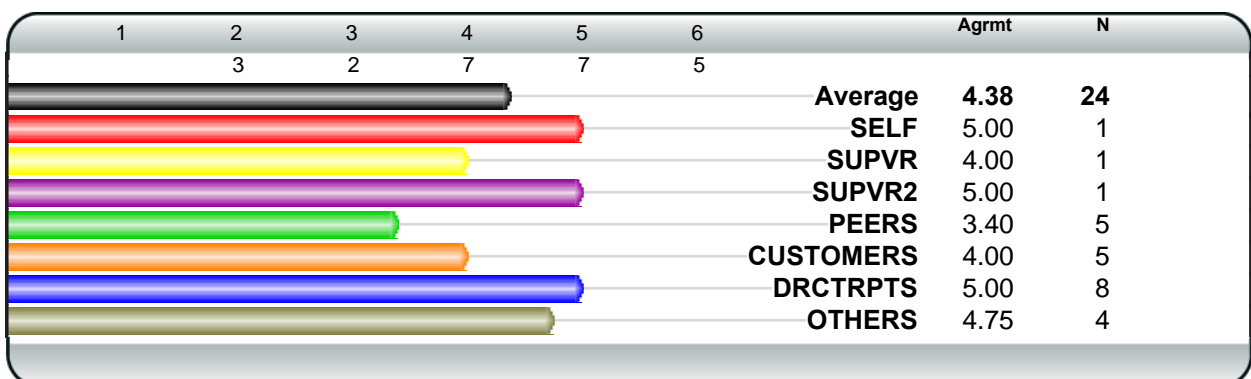
19. Recognizes and seizes opportunities; has a bias for action and rarely procrastinates or waits for things to happen.



20. Challenges the status quo in order to create better possibilities for the future.



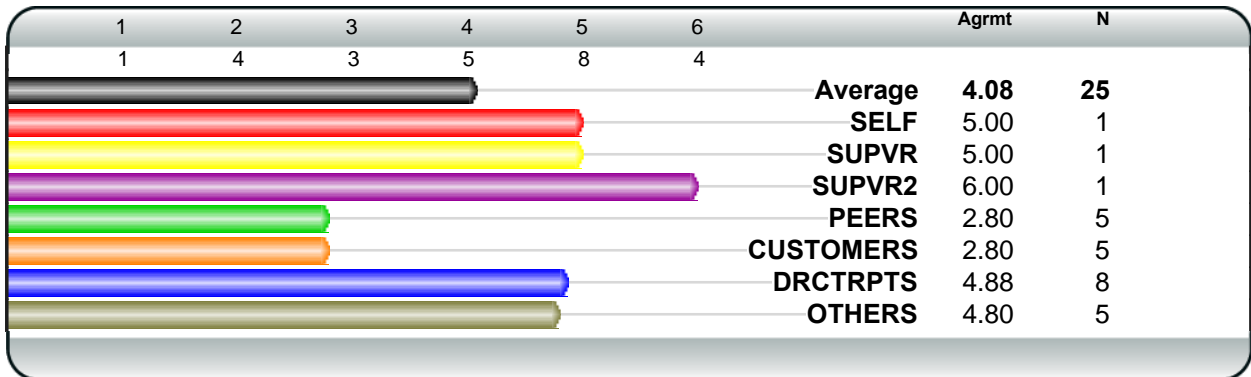
21. Sets challenging goals and energetically pursues them.



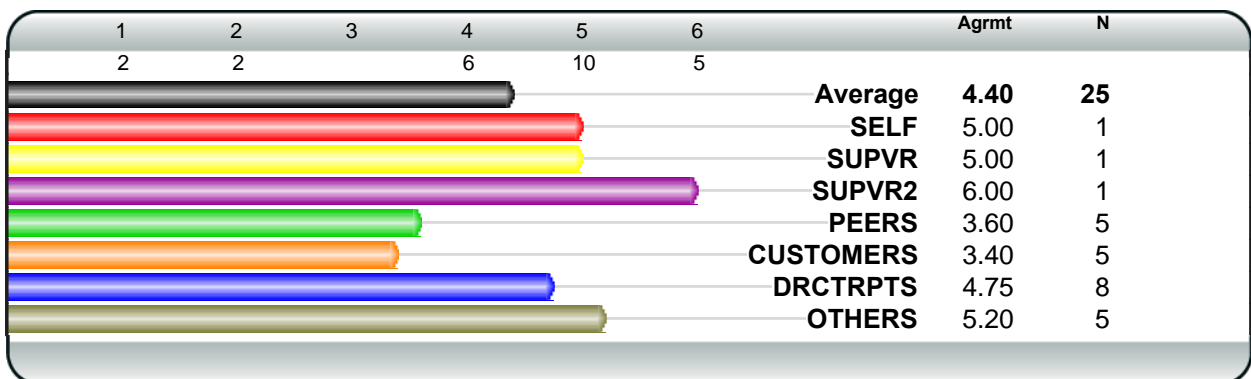
Item Ratings - Relationships/Comments

Achievement Drive

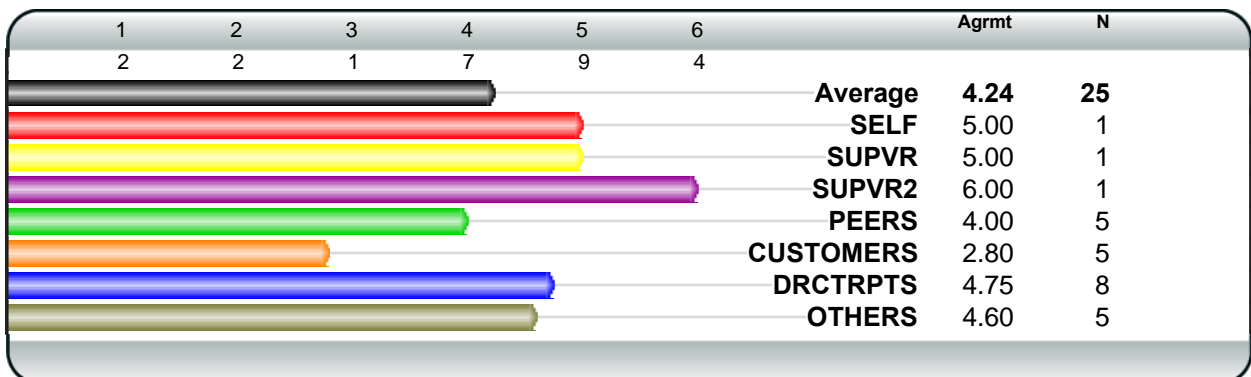
22. Sets high standards for performance; establishes goals that are personally and professionally challenging.



23. Demonstrates a drive and desire to grow, "stretch," and achieve ever more challenging goals, continuously reaching higher standards of performance.



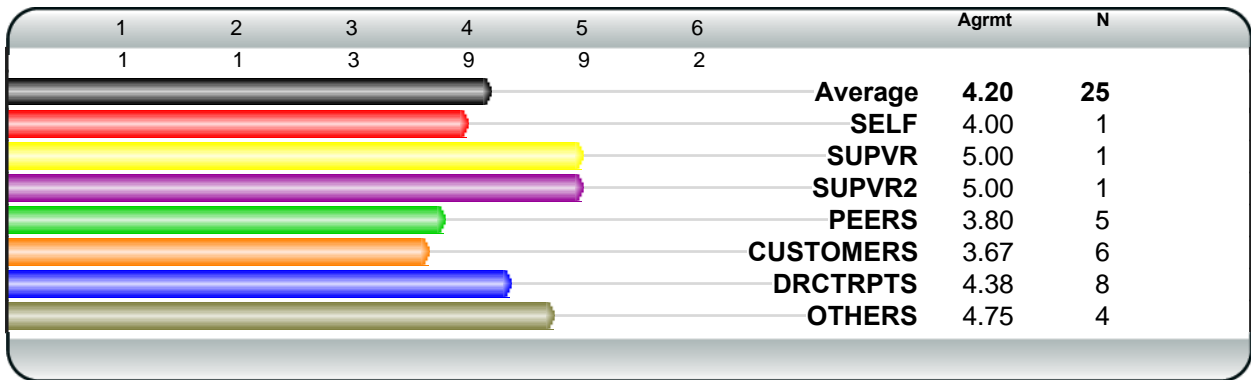
24. Constantly strives to learn and improve.



Item Ratings - Relationships/Comments

Realistic Optimism

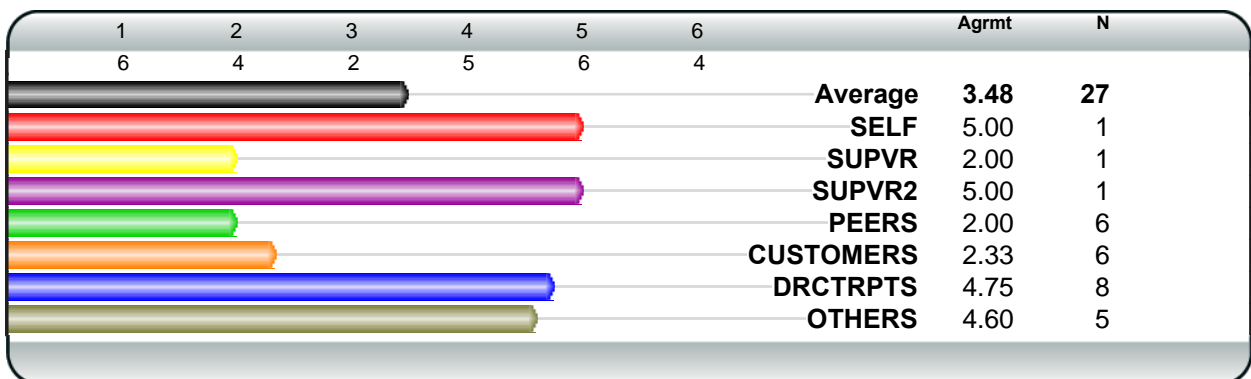
25. Tends to be a naturally positive person believing things usually work out for the best.



26. Sees opportunities in setbacks and challenges, not threats.



27. Others are inspired by his/her enthusiasm and optimism.



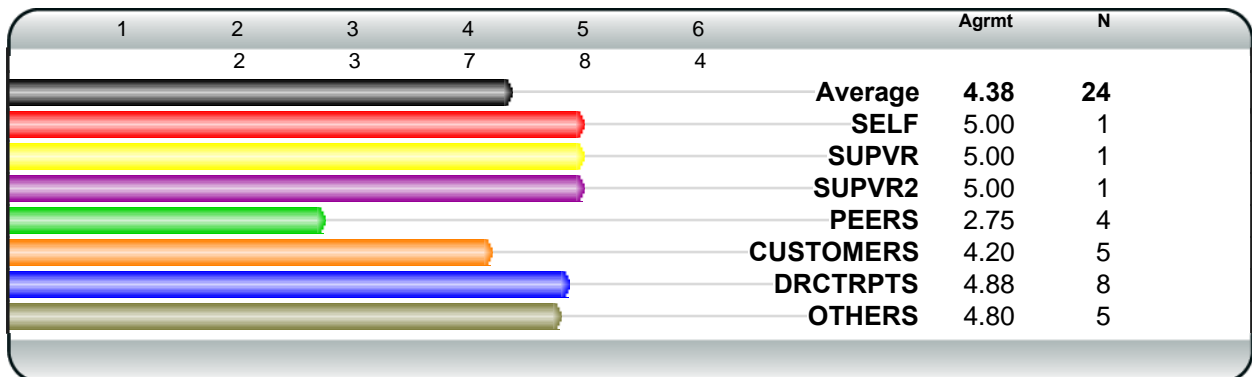
Item Ratings - Relationships/Comments

Resilience

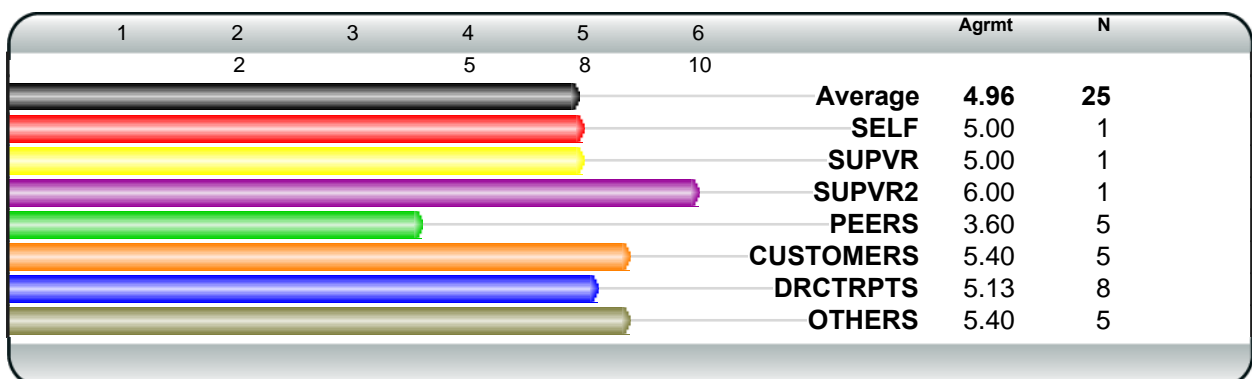
28. Views problems and obstacles as challenges which can be overcome.



29. Rebounds from challenges and difficulties, bouncing back stronger than before.



30. Seldom gives up in the face of resistance or setbacks; finds ways to accomplish what he/she wants.



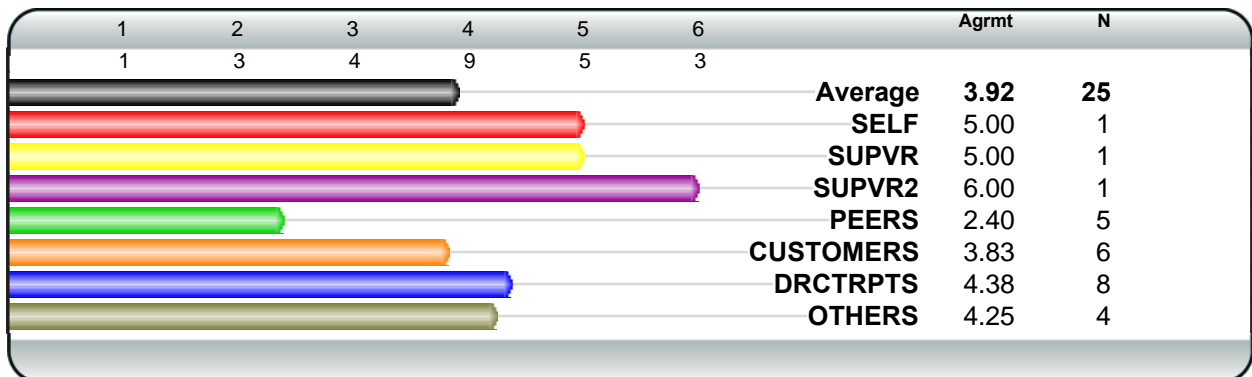
Item Ratings - Relationships/Comments

Stress Management

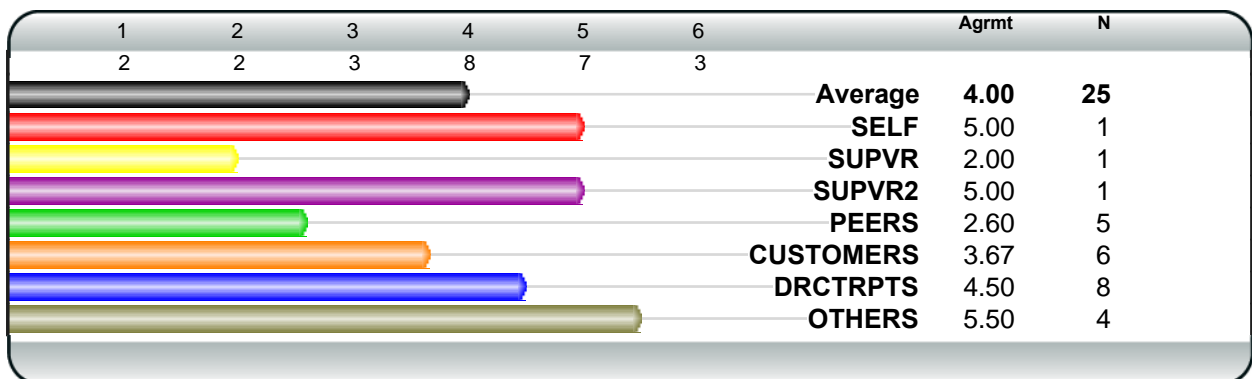
31. Works constructively and calmly under stress and pressure.



32. Puts stress in its place and doesn't let it overwhelm him/her.



33. Demonstrates that certain problems are not worth stressing about.



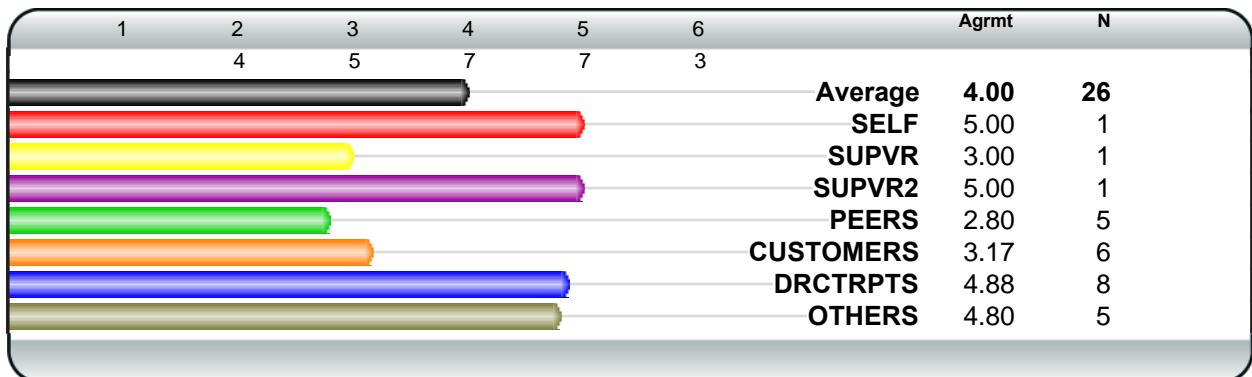
Item Ratings - Relationships/Comments

Personal Agility

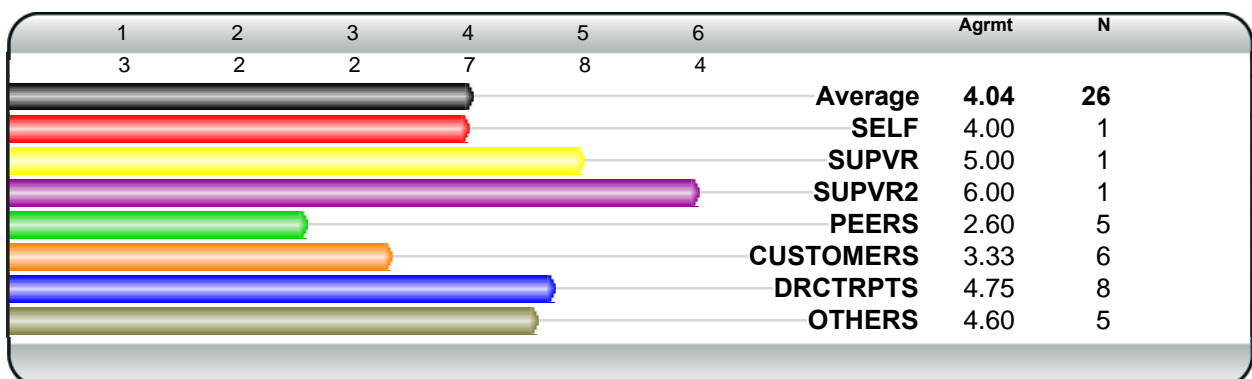
34. Readily adapts to change.



35. Adaptable, flexible and responds rapidly when faced with change.



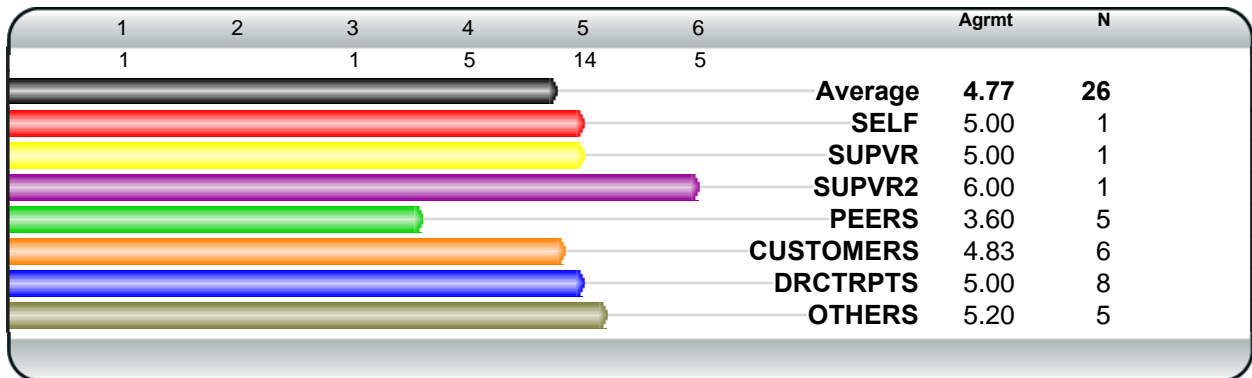
36. Enthusiastically adjusts his/her approach and plans to meet the demands of ever-changing situations.



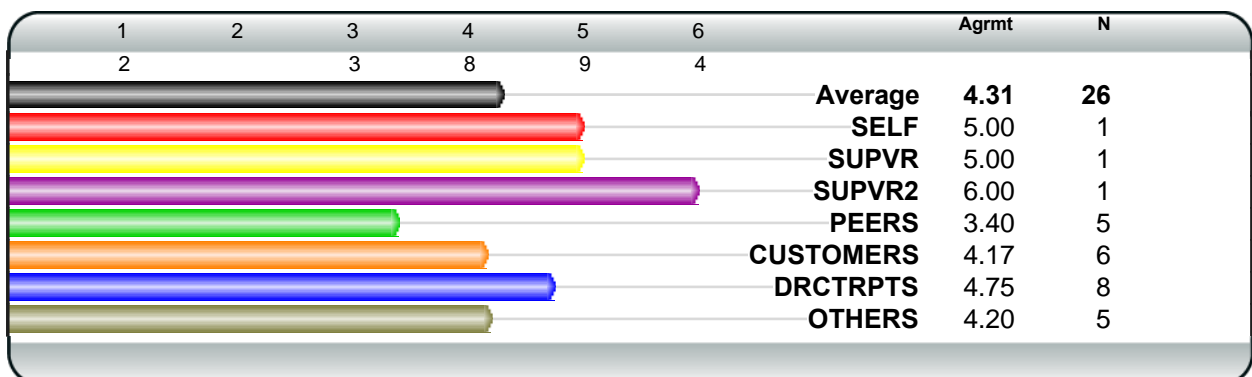
Item Ratings - Relationships/Comments

Intentionality

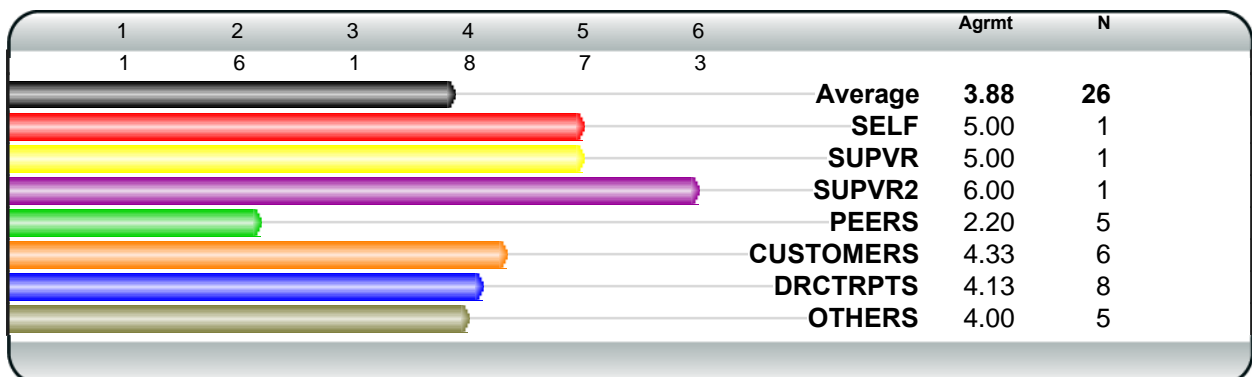
37. Makes a consistent and effective effort to bring about what he/she wants to make happen; thinks about what he/she wants to make happen in advance and usually makes those things happen.



38. Has a tendency to be intentional in his/her decisions and actions; that is, he/she takes deliberate and conscious action consistent with his/her personal and professional goals and values at all times.



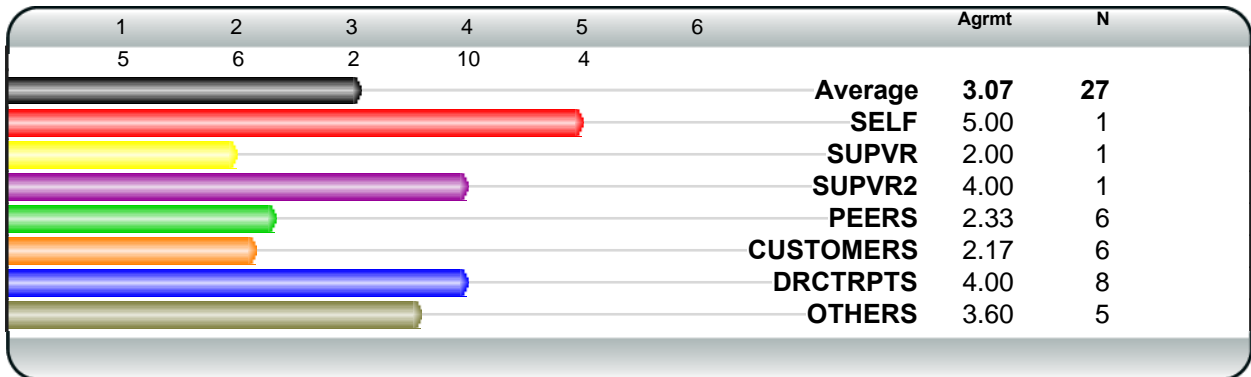
39. Remains focused on his/her goals and objectives; doesn't allow him-herself to become distracted easily.



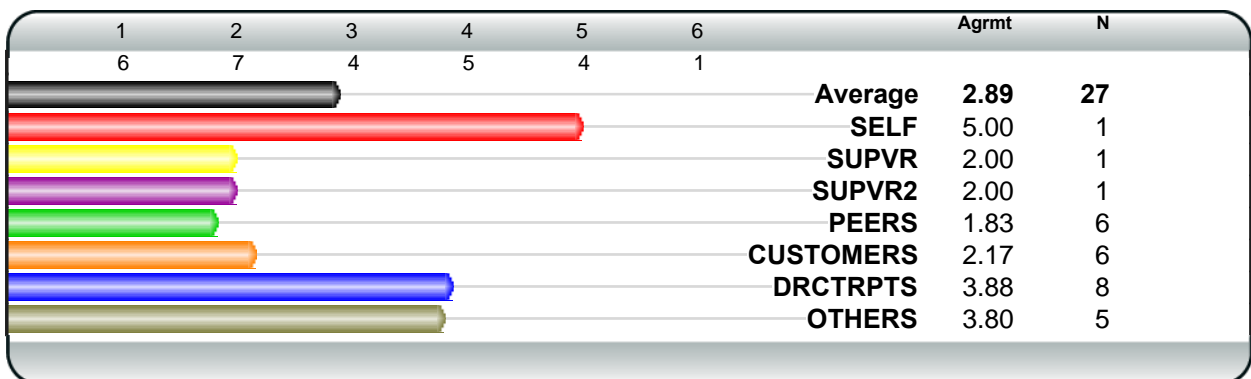
Item Ratings - Relationships/Comments

Empathy

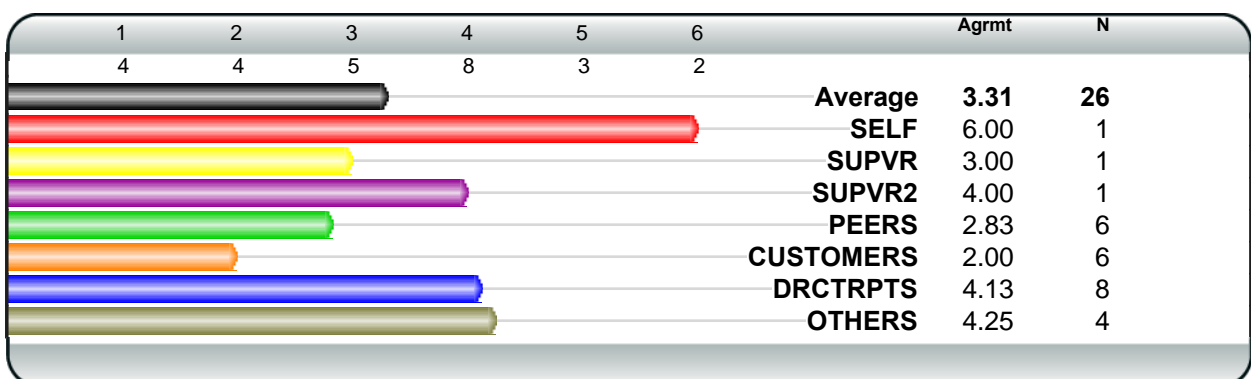
40. Expresses sensitivity to other people's emotions and moods; demonstrates and speaks to how other people might feel.



41. Demonstrates attentive and active listening skills; listens beyond others' words, grasping their feelings, values, and perspectives readily.



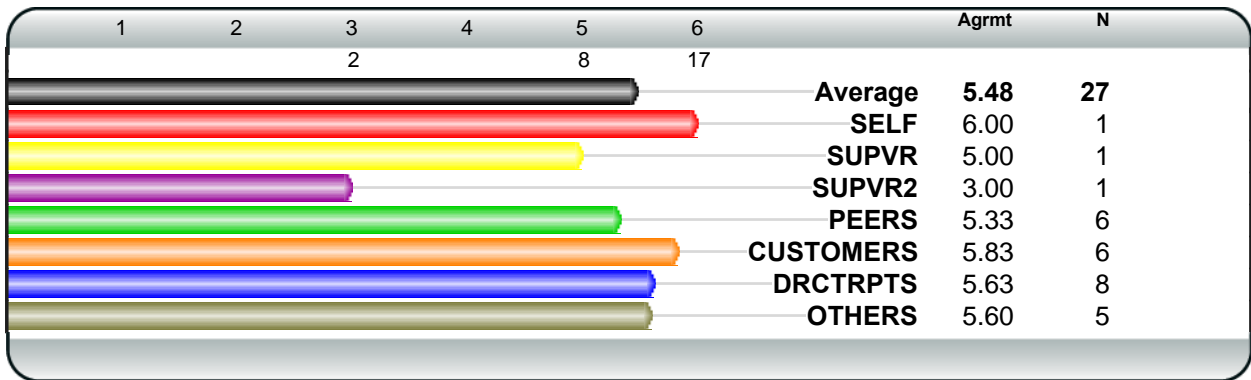
42. Has the ability to tell when someone is upset; recognizes and responds to the needs and concerns of others.



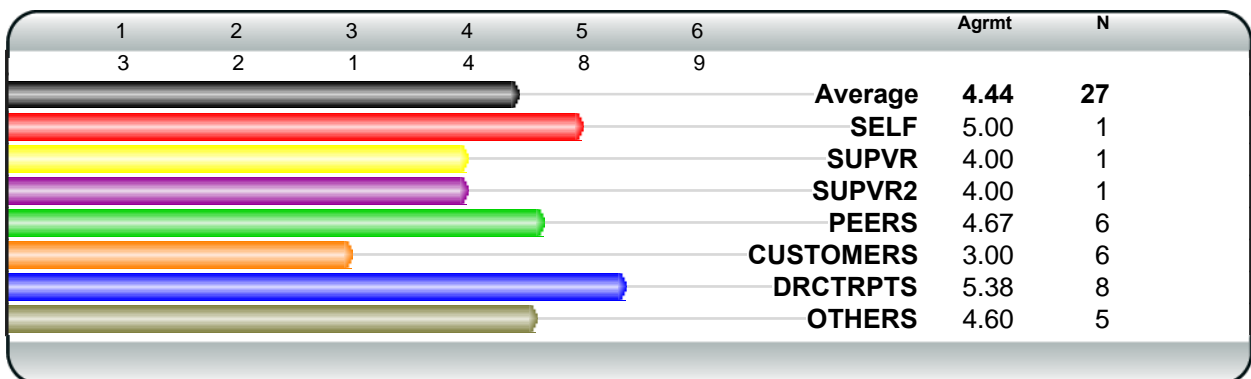
Item Ratings - Relationships/Comments

Organizational / Situational Awareness

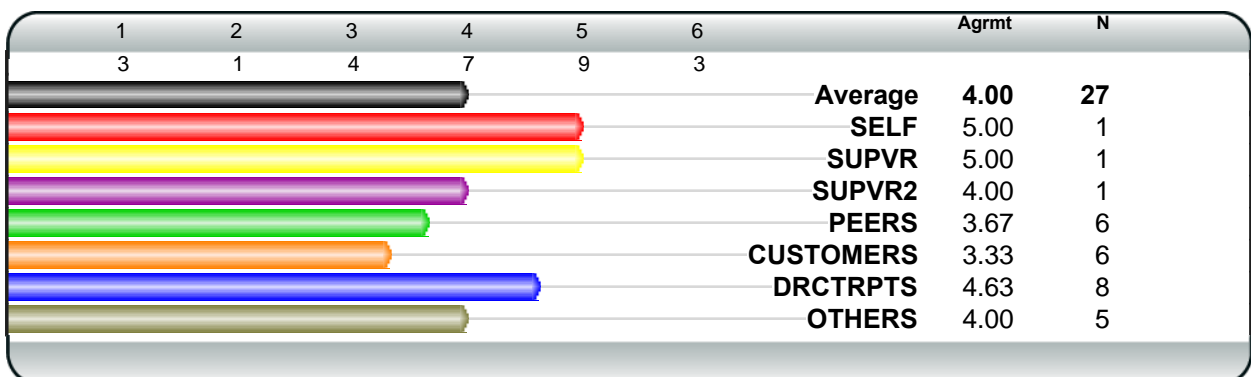
43. Demonstrates an understanding of the political forces at work in the organization.



44. Has the ability to maneuver through complex business and organizational situations effectively and discreetly, anticipating political landmines and planning his/her approach accordingly.



45. Detects the emotional currents of people and groups, and uses this information to guide his/her behavior and actions in the organization.



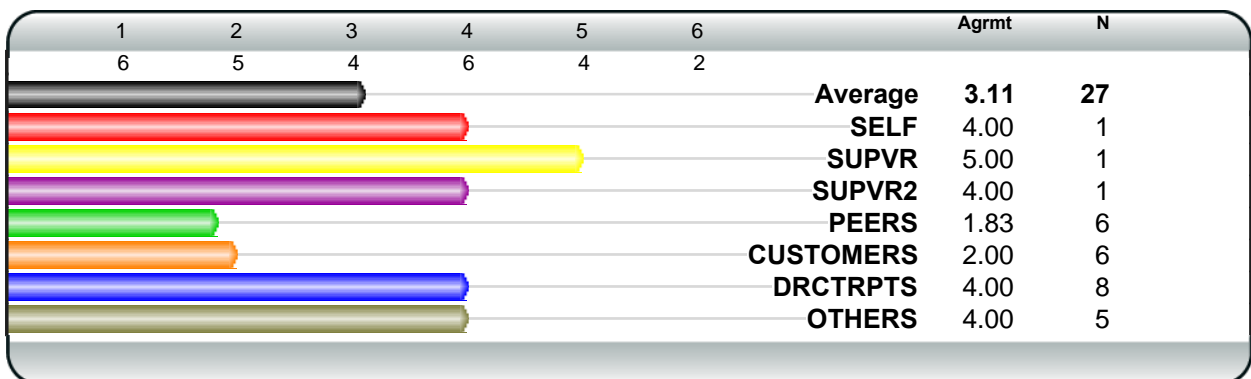
Item Ratings - Relationships/Comments

Service Ethic

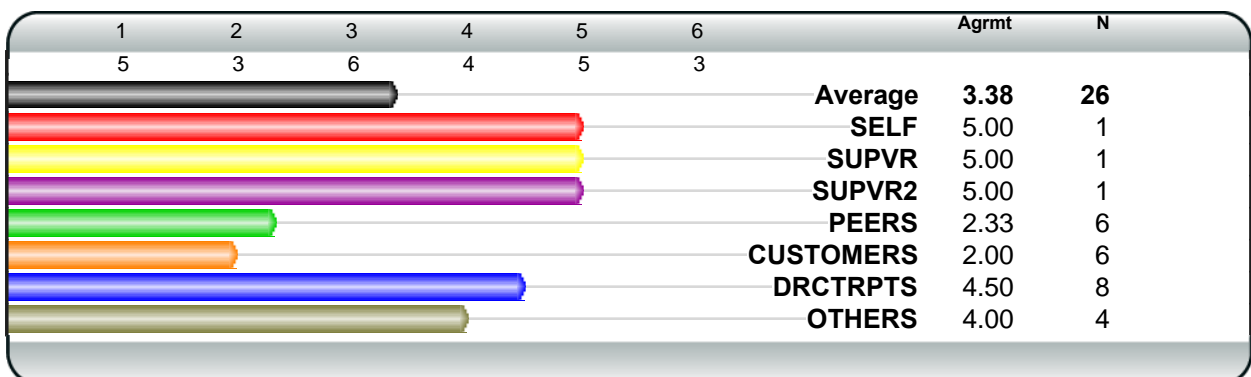
46. Goes out of his/her way to be of service to others, including internal and external customers, direct reports, peers, supervisor, everyone.



47. Understands and proactively meets the needs of others both inside the organization and out.



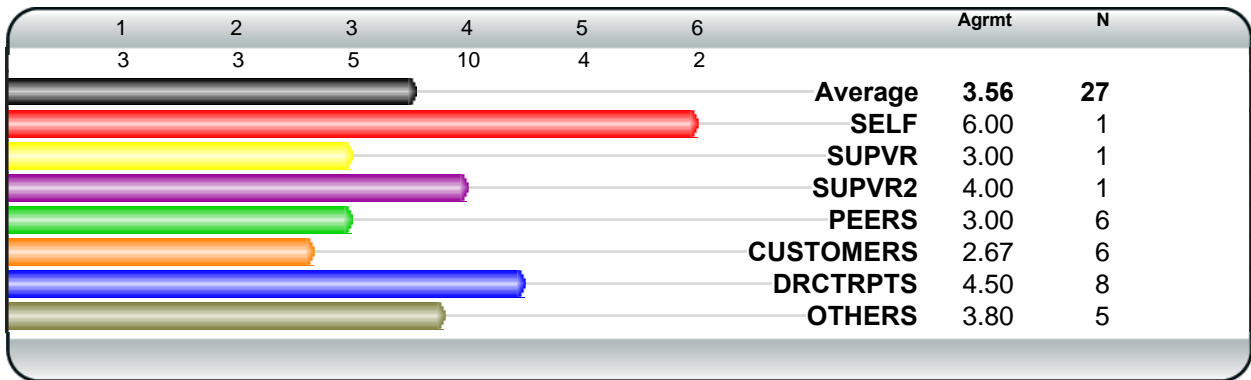
48. Creates a work environment that values customer satisfaction, and empowers and encourages employees to take personal responsibility for meeting customers' needs.



Item Ratings - Relationships/Comments

Communication

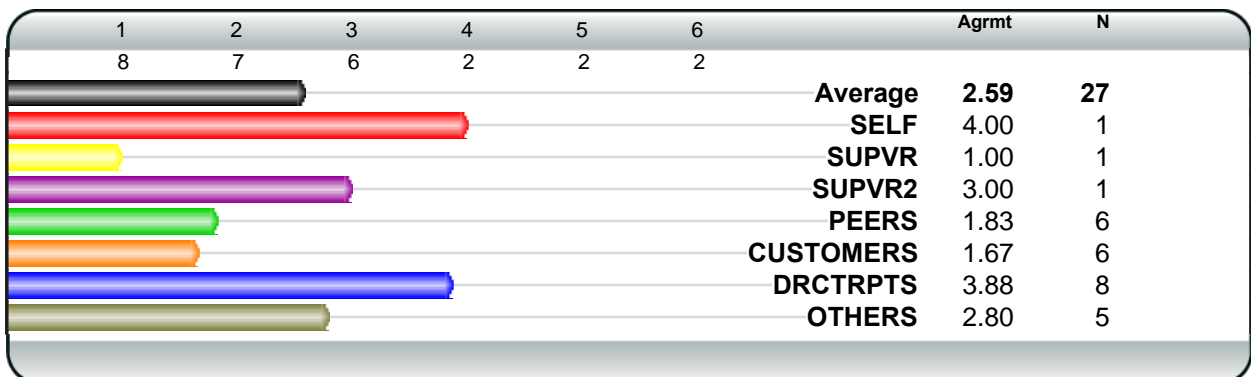
49. Effectively communicates ideas in a clear and logical manner.



50. Fosters open dialogue, listens actively and attentively, and consistently demonstrates patience in hearing people out.



51. Maintains an open mind when listening to others' opinions, and does not "get stuck" on defending and preserving his/her own position.



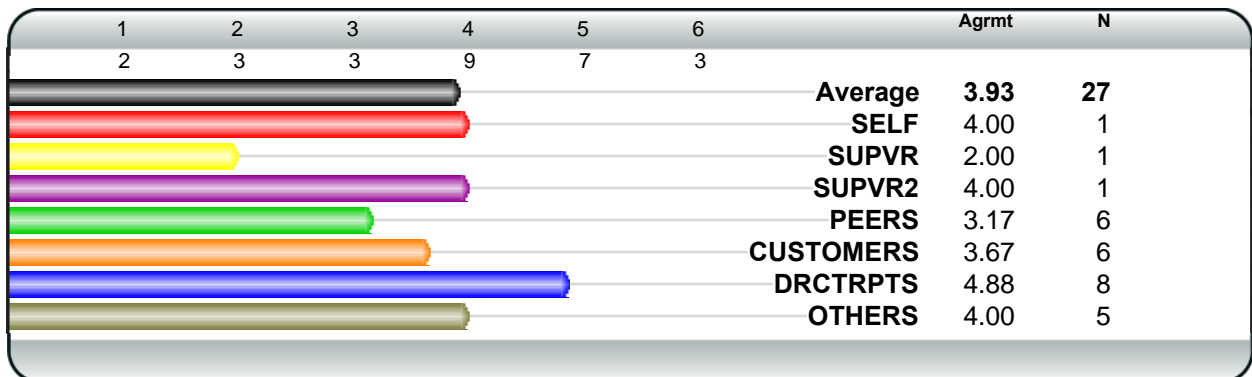
Item Ratings - Relationships/Comments

Interpersonal Effectiveness

52. Is tactful and diplomatic; doesn't say the wrong things to others.



53. Easily builds rapport; puts others at ease quickly in interactions with others.



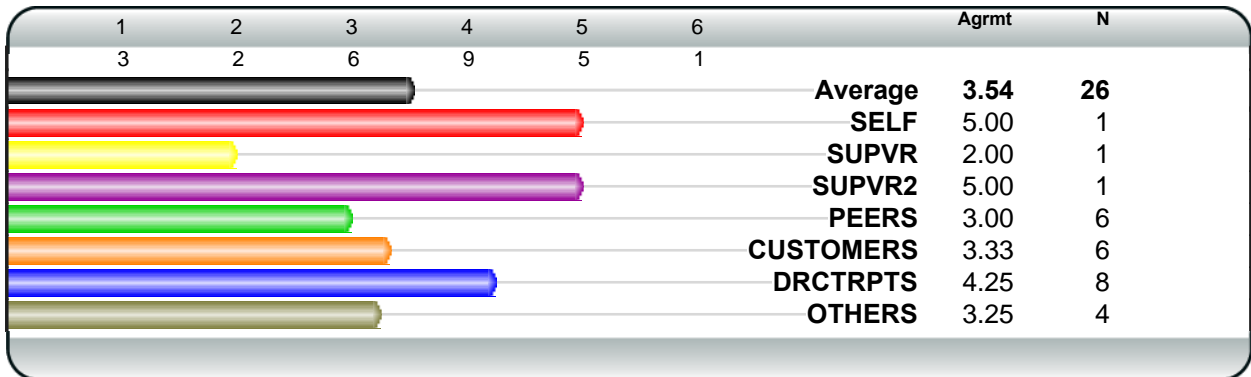
54. Takes a genuine interest in others and demonstrates his/her understanding of them accurately through questions, listening and interactions.



Item Ratings - Relationships/Comments

Powerful Influencing Skills

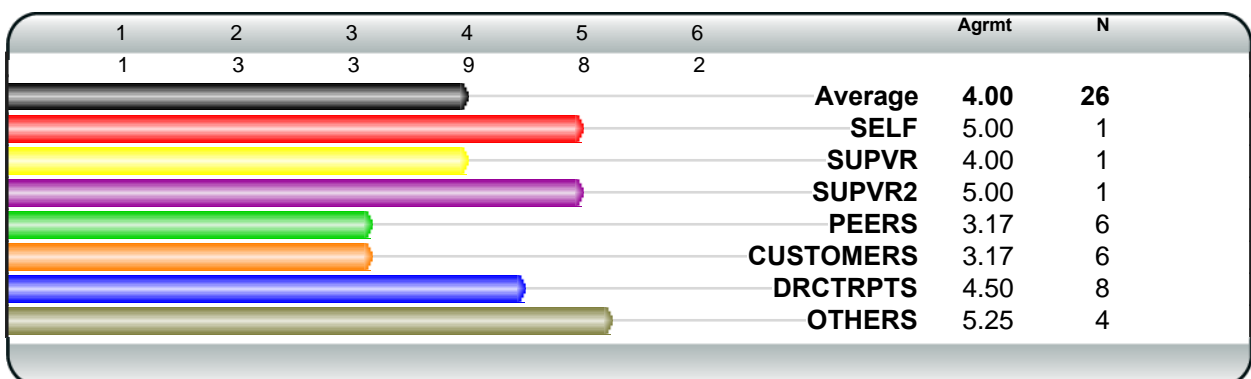
55. Demonstrates an understanding of the needs and motivations of others, and presents ideas and information in a manner which appeals to those needs and motivations.



56. Presents important ideas comfortably and in a persuasive and engaging manner.



57. Influences others by giving them a clear sense of how they will benefit.



Item Ratings - Relationships/Comments

Conflict Management

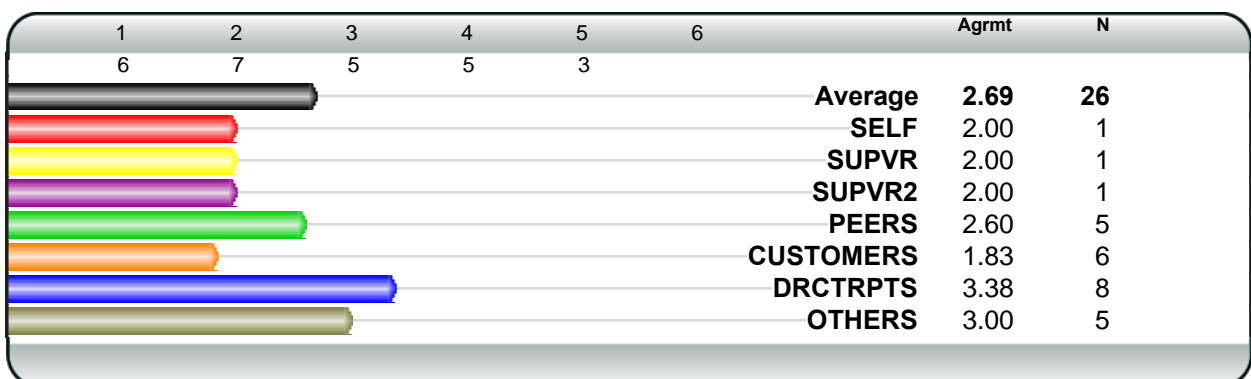
58. Handles differences of opinion and conflict calmly; neither avoids conflict nor becomes upset by it.



59. Encourages others to present "their side of the story" first when differences arise.



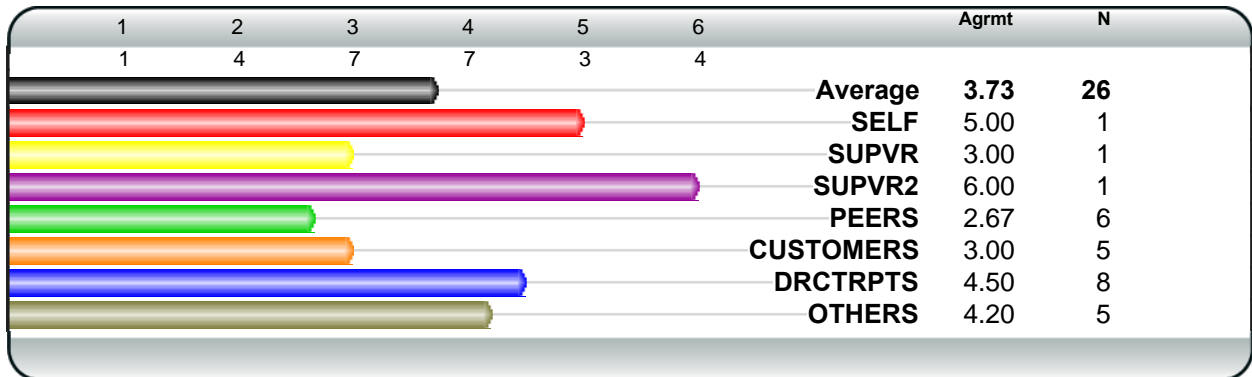
60. During times of disagreement, others do not feel attacked.



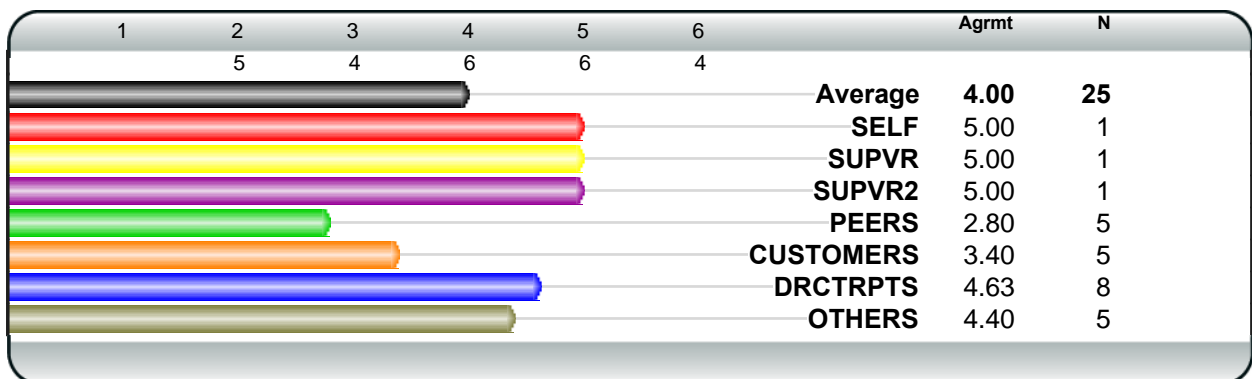
Item Ratings - Relationships/Comments

Inspirational Leadership

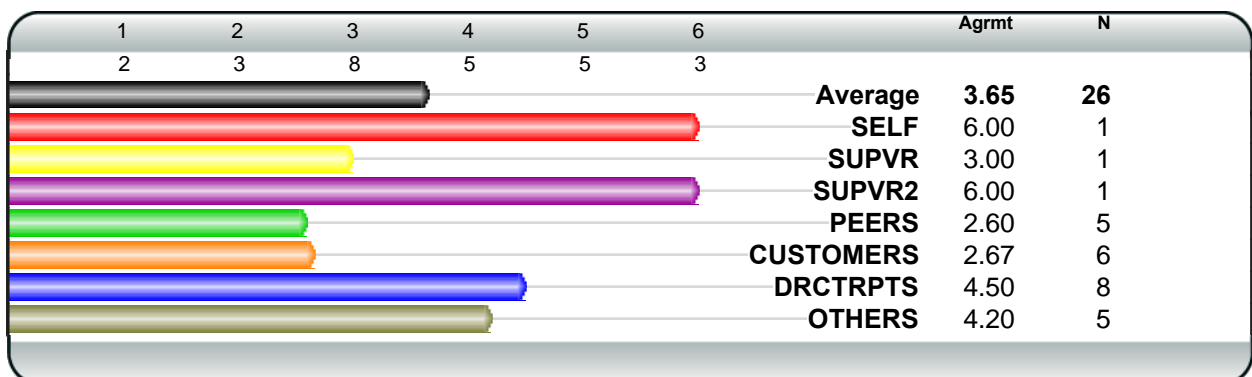
61. Communicates a clear, compelling vision and direction for the team or organization, one that inspires and mobilizes others to action.



62. Paints a picture of a positive future, and empowers people to do what is needed to pursue it.



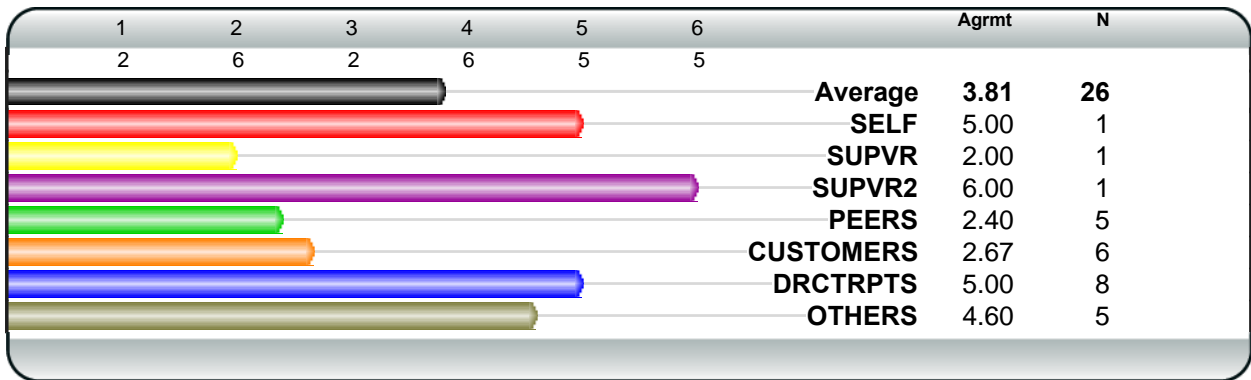
63. Understands and articulates the importance of each individual's contributions to the organization's mission, vision and goals.



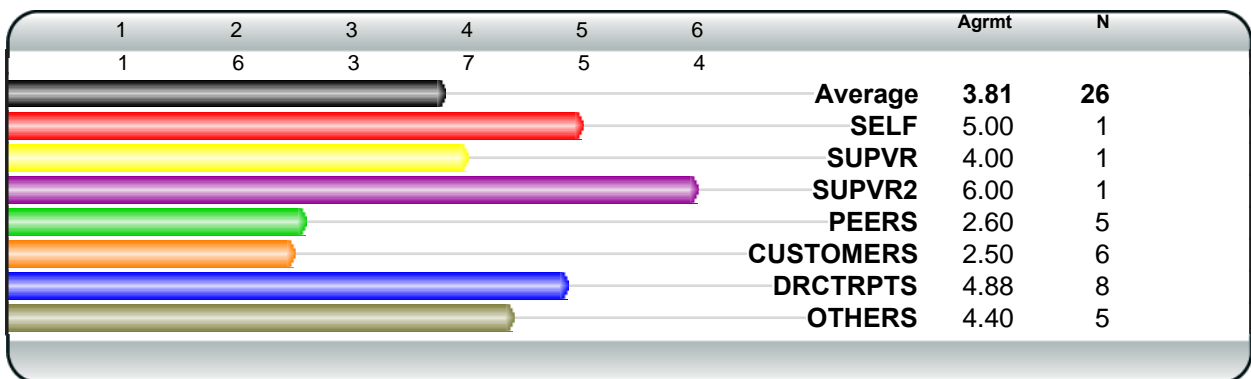
Item Ratings - Relationships/Comments

Catalyzing Change

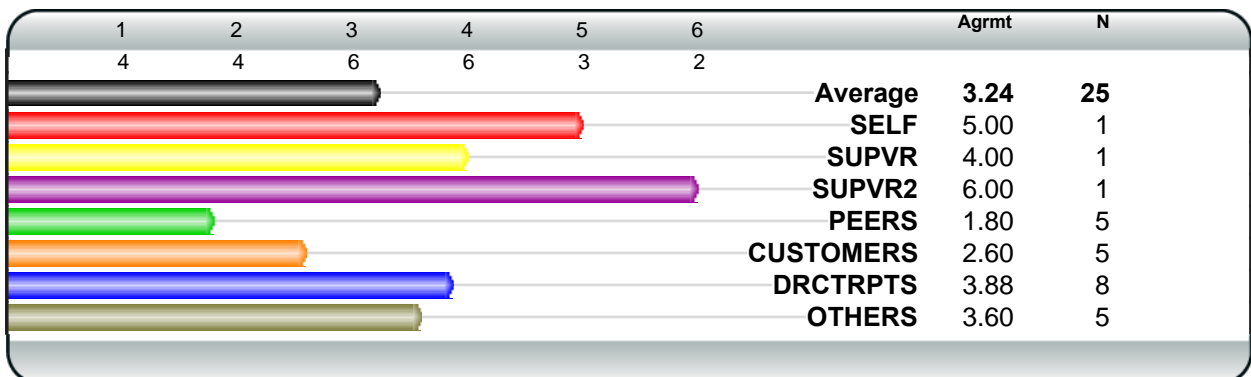
64. Welcomes change; does not resist change.



65. Helps facilitate change in the organization by communicating the positive benefits of change, and removing obstacles to change.



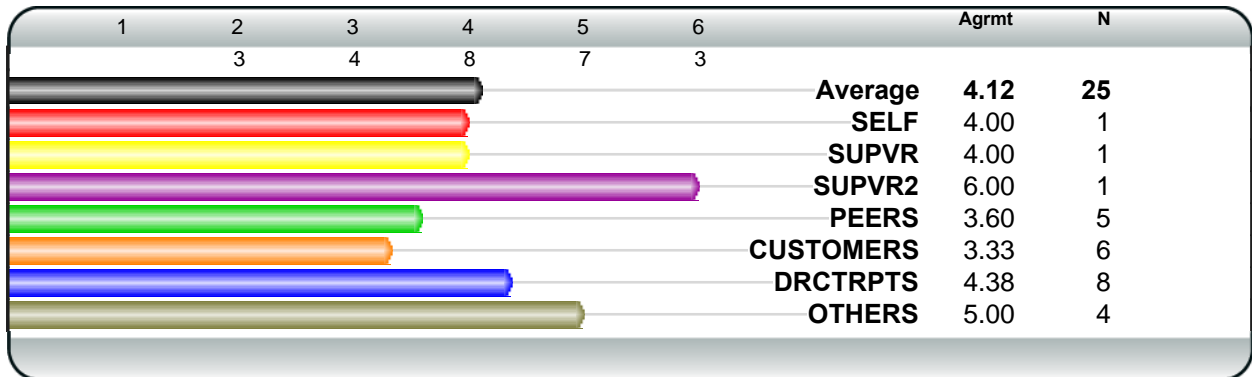
66. Keeps employees and others informed about changes that occur so others are not blindsided.



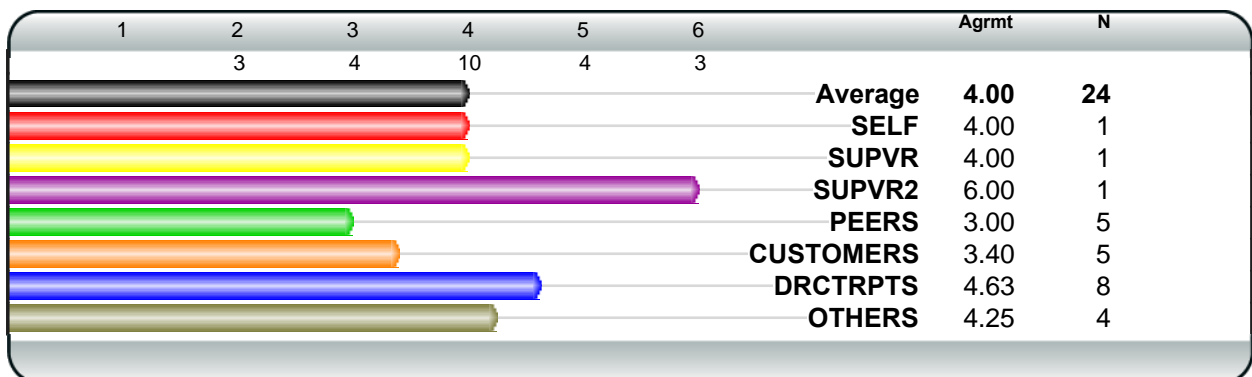
Item Ratings - Relationships/Comments

Building Bonds

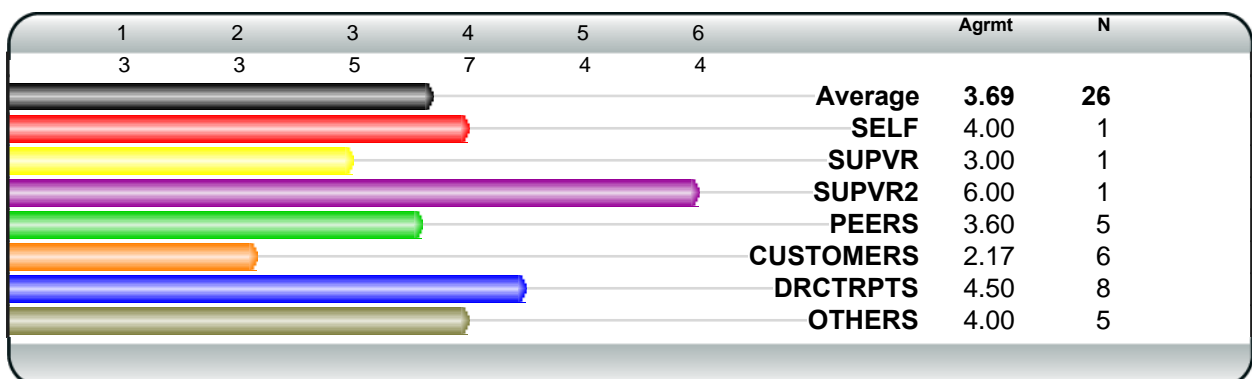
67. Cultivates an active and broad network of individuals both inside and outside the organization.



68. Consistently acts to preserve relationships, even under difficult or heated circumstances.



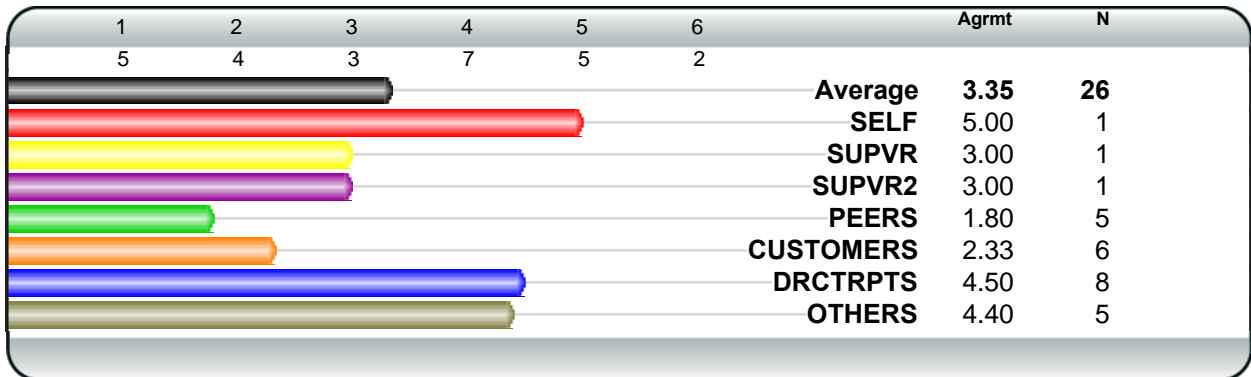
69. Takes time to establish relationships with people at all levels of the organization.



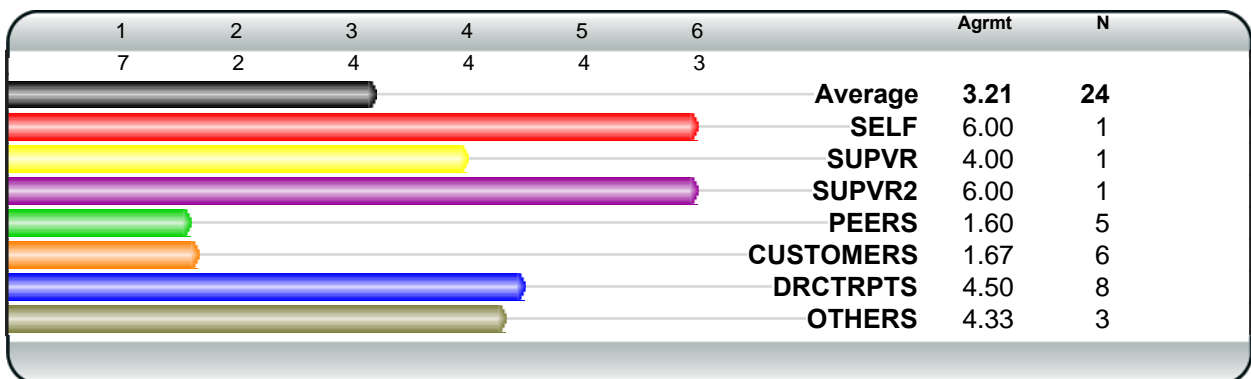
Item Ratings - Relationships/Comments

Teamwork & Collaboration

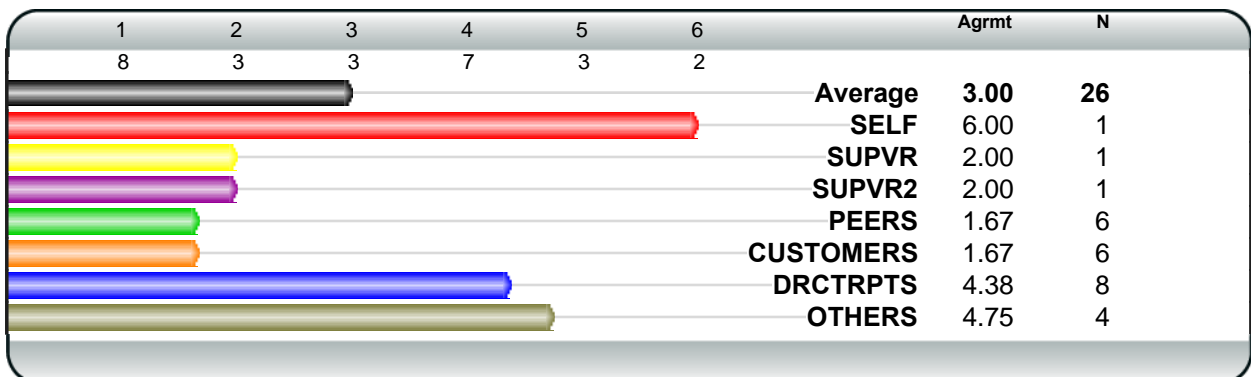
70. Generates an atmosphere of friendly collegiality in the organization; facilitates positive communication among all people.



71. Supports the decisions made by the team, even if he/she doesn't fully agree; does not speak negatively of the team or team decisions outside the team.



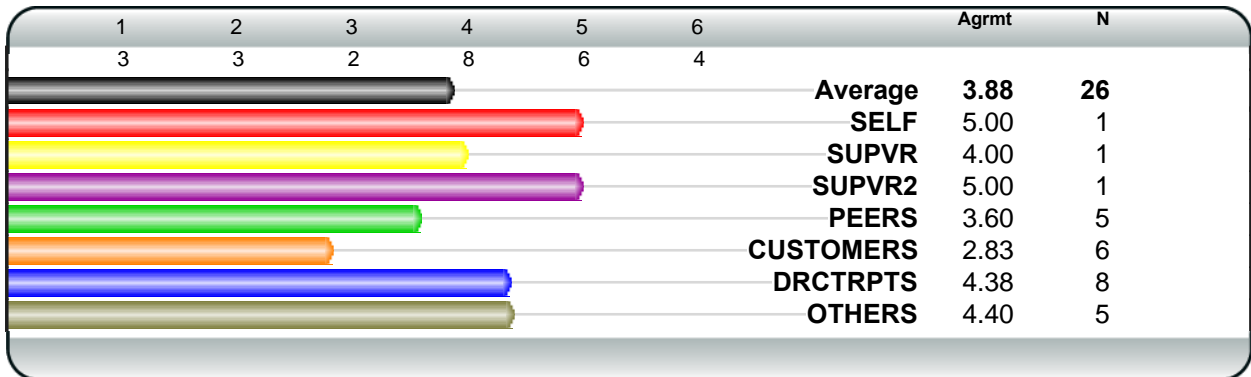
72. Puts the team's goals before his/her individual goals.



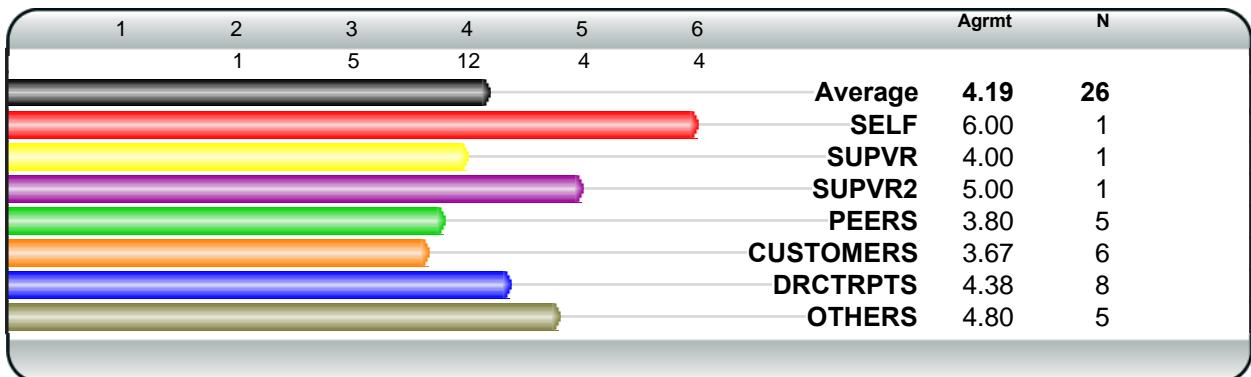
Item Ratings - Relationships/Comments

Coaching & Mentoring Others

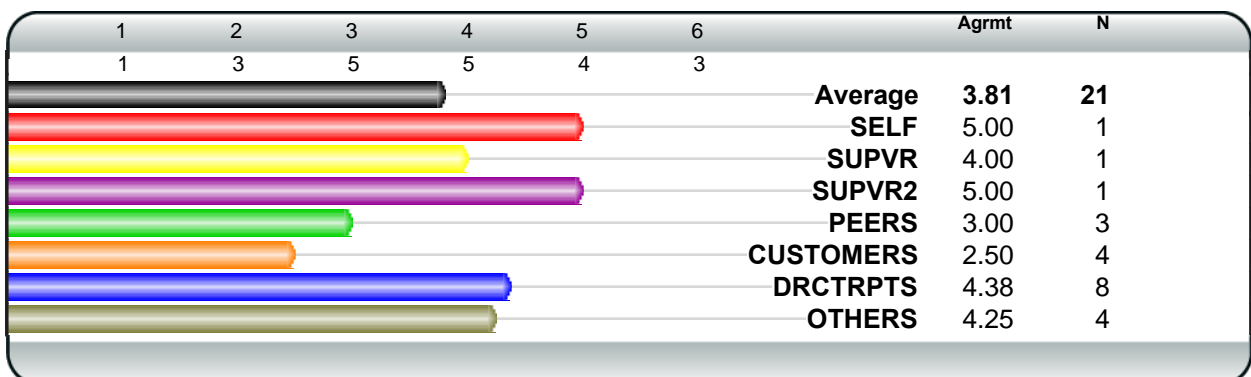
73. Actively develops his/her employees and others in the organization; is known as a mentor and people builder.



74. Provides challenging and stretching assignments for employees and others so they can grow and develop their skills and knowledge.



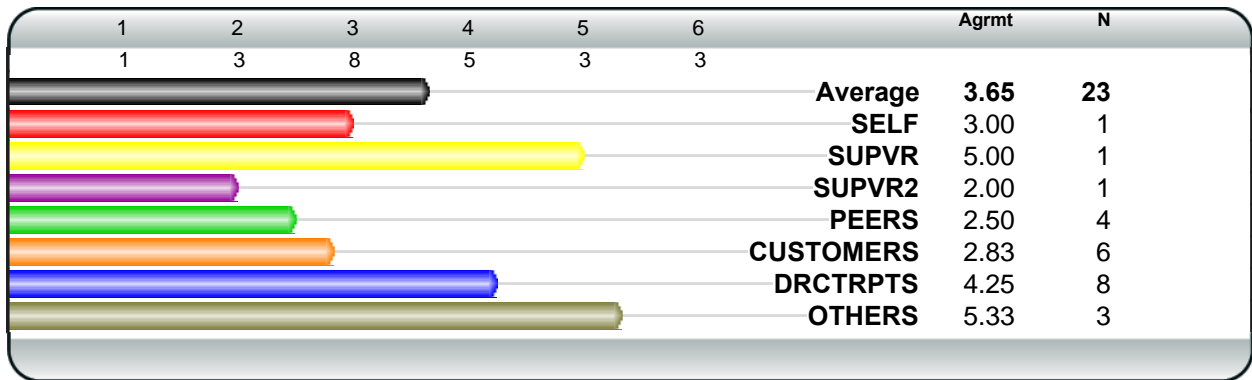
75. Provides employees with honest, accurate and timely feedback about their performance and how they can improve, and does so in a diplomatic manner.



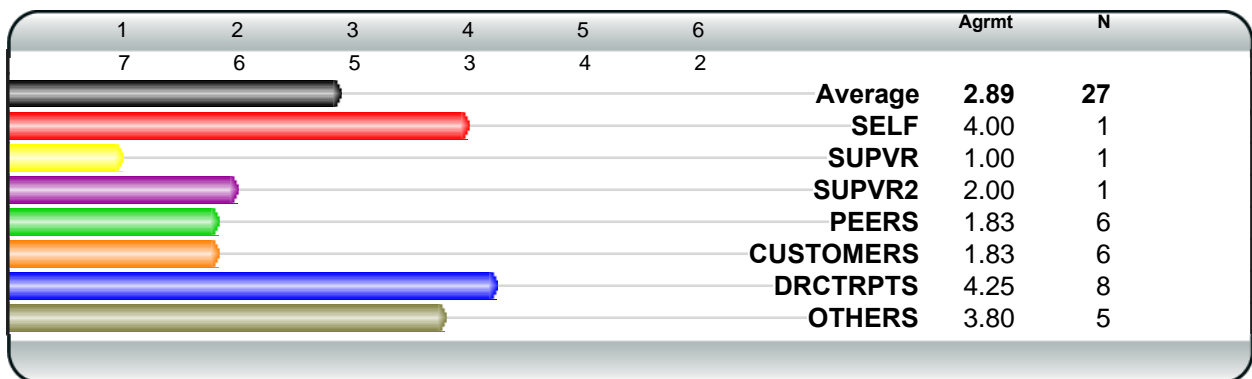
Item Ratings - Relationships/Comments

Building Trust

76. Trusts others; believes others operate from good and honorable intentions.



77. Builds trust by being open and honest in his/her communication with others, and by welcoming openness and honesty from others.



78. Demonstrates fairness and predictability in behavior and actions; is not inconsistent in how he/she responds to people and situations.



Part 3

Highest-Rated Items

Highest-Rated Items

This section reports the scores of your 5 highest-rated items across all categories. Your self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from highest to lowest.

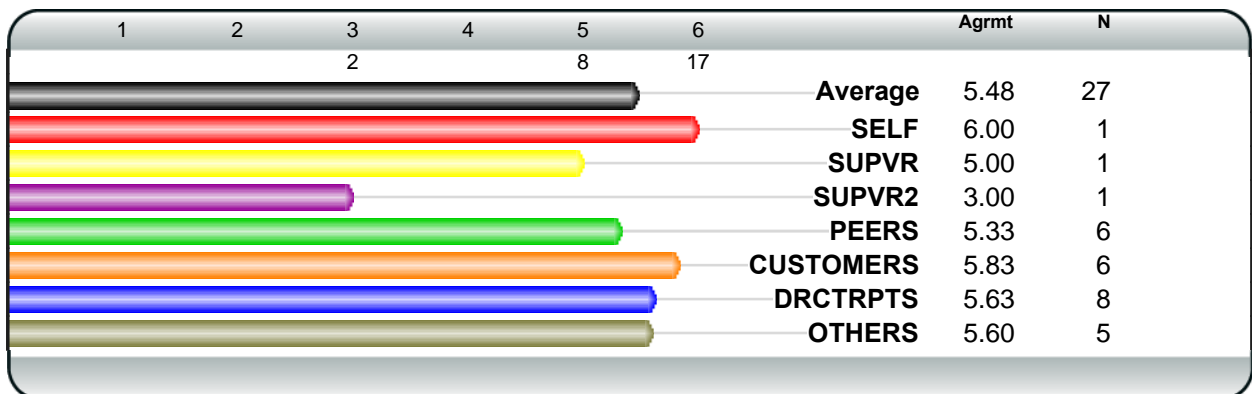
Items are shown on the left side of the page, with the related category in parenthesis below it.

Column 1: Displays the average score for each item on the primary scale, with the highest score listed first, followed by the second highest score, and so on.

Column 2: Displays the number of respondents (N) for each item.

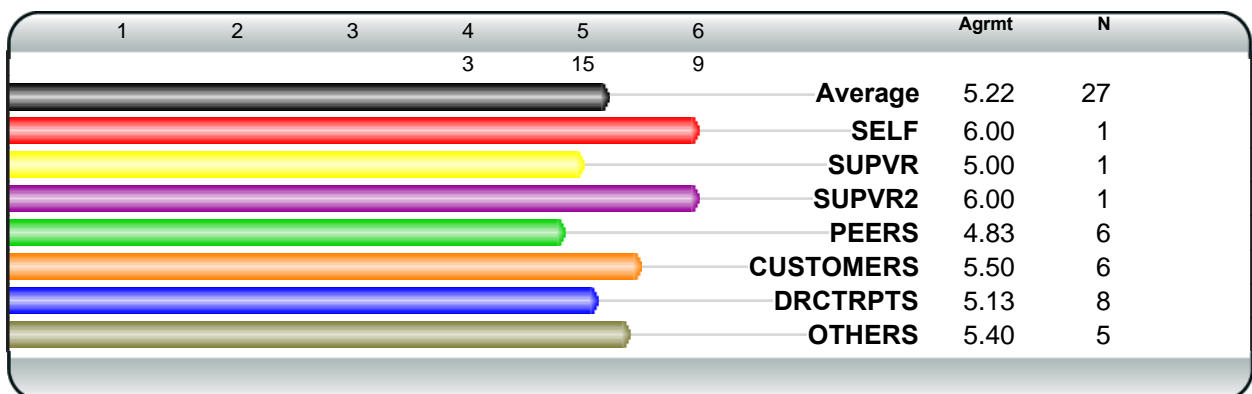
43. Demonstrates an understanding of the political forces at work in the organization.

(Organizational / Situational Awareness)



8. Knows what he/she wants and goes after it.

(Personal Power)



Highest-Rated Items

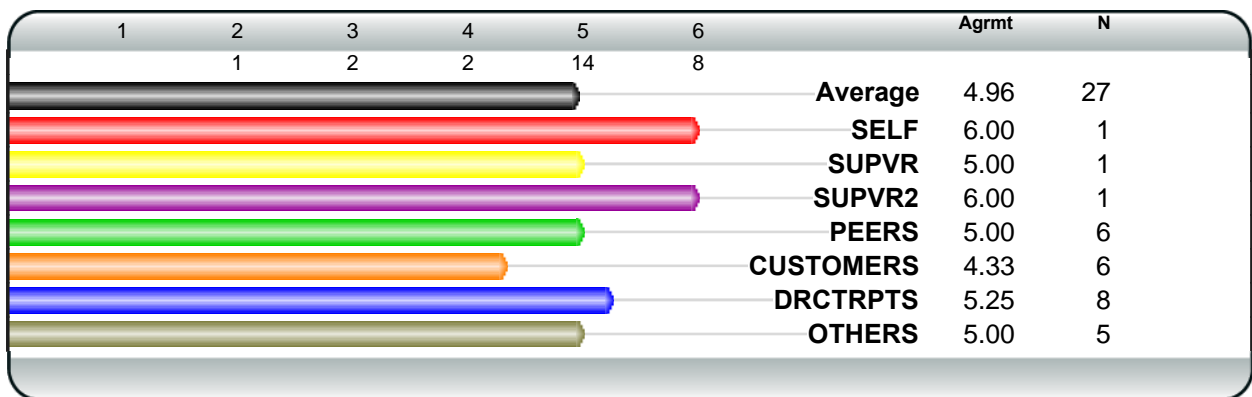
17. Questions accepted practices and assumptions; readily cuts through red tape in order to try an innovative new approach.

(Innovation & Creativity)



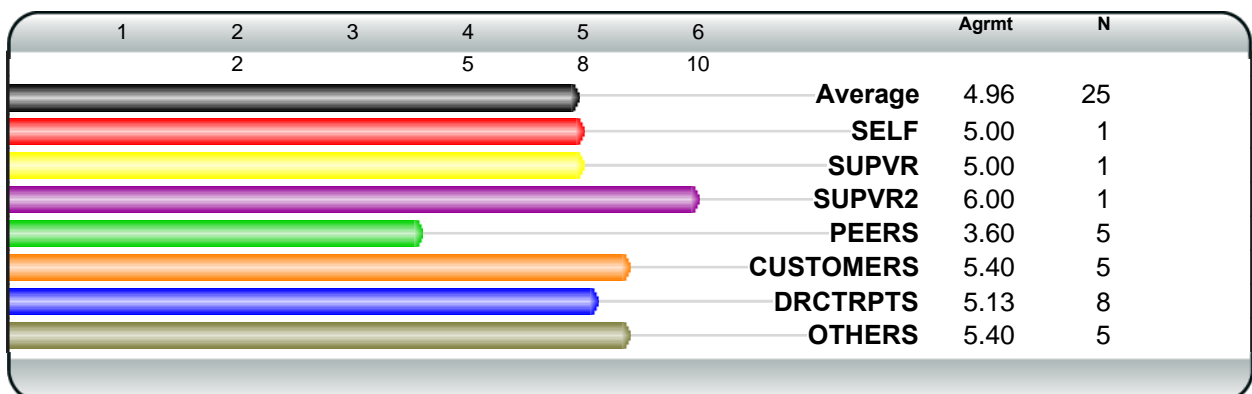
16. Enjoys experimenting with new ideas and solutions.

(Innovation & Creativity)



30. Seldom gives up in the face of resistance or setbacks; finds ways to accomplish what he/she wants.

(Resilience)



Part 4

Lowest-Rated Items

Lowest-Rated Items

This section reports the scores of your 5 lowest-rated items across all categories. Your self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from lowest to highest.

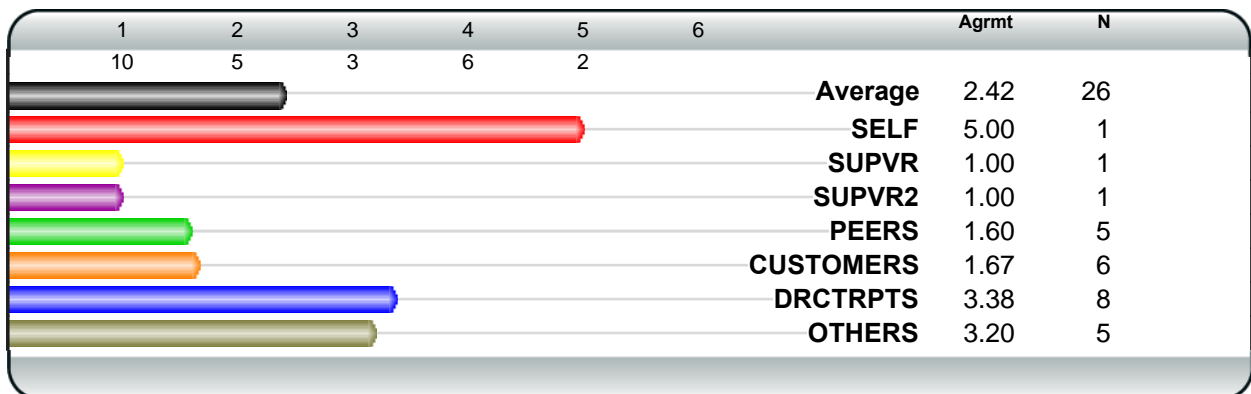
Items are shown on the left side of the page, with the related category in parenthesis below it.

Column 1: Displays the average score for each item on the primary scale, with the lowest score listed first, followed by the second lowest score, and so on.

Column 2: Displays the number of respondents (N) for each item.

5. Accepts feedback and criticism without becoming defensive.

(Accurate Self Assessment)

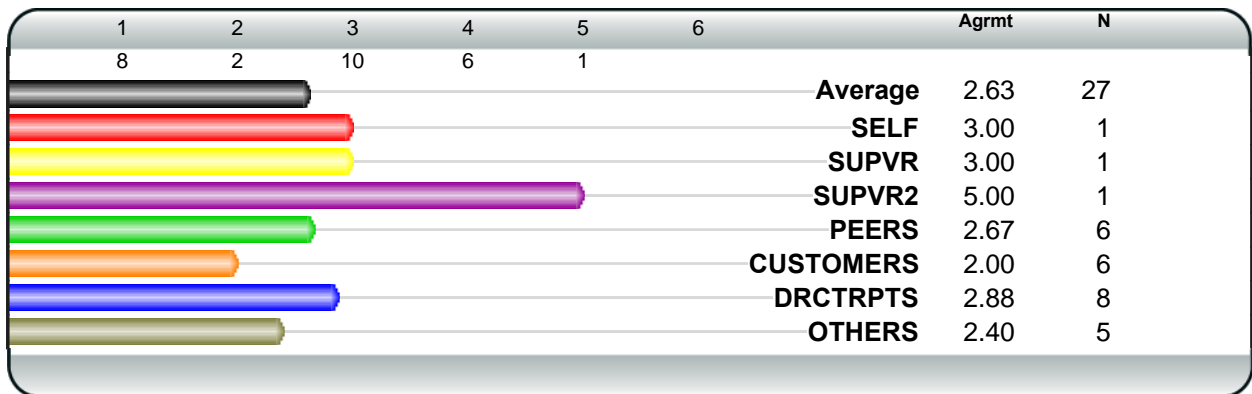
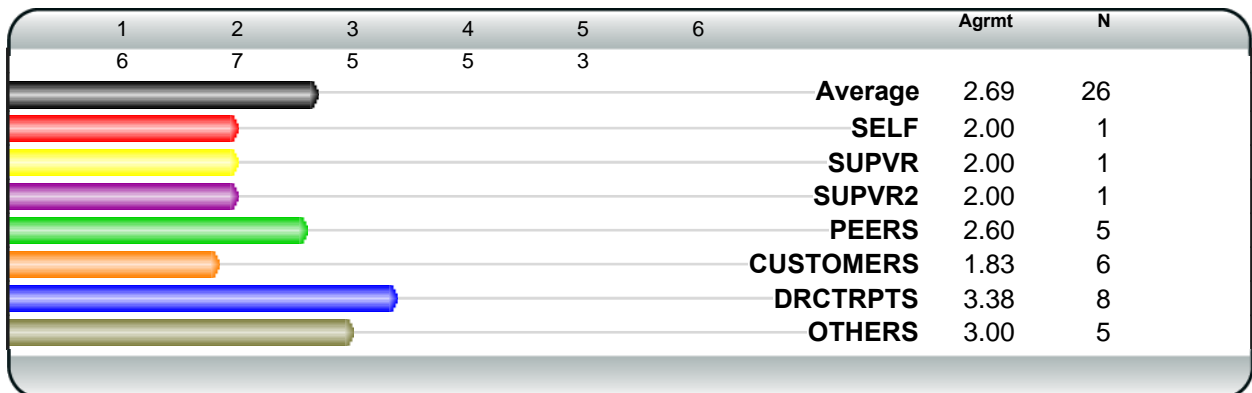


51. Maintains an open mind when listening to others' opinions, and does not "get stuck" on defending and preserving his/her own position.

(Communication)



Lowest-Rated Items

11. Demonstrates patience with people and situations at all times; never loses his/her temper.*(Behavioral Self Control)***60. During times of disagreement, others do not feel attacked.***(Conflict Management)***50. Fosters open dialogue, listens actively and attentively, and consistently demonstrates patience in hearing people out.***(Communication)*

Part 5 Open-Ended Summary Questions

Summary Questions

Respondents were asked to provide you with feedback on three open-ended questions. Their verbatim responses are shown below and on the following pages.

79. What are this person's greatest strengths?

SELF

- *Strong understanding of the space. Ability to build, develop and manage teams to success. Positive outlook and clarity of vision. Ability to create relationships that benefit the business. Commitment to excellence and accountability.*

SUPVR

- *Creative instincts, bright, organizational and operational skills, loyal, ambitious*

SUPVR2

- *very smart*
- *operationally excellent*
- *creative*
- *willingness to accept advice and criticism*
- *hard working*
- *loyal*

PEERS

- *His ability to self promote, build a loyal team, and deliver for his superiors.*
- *Ability to understand the politics within the organization, to ensure he is in agreement with Executives.*
- *Creativity, understanding complex issues, staying on top of pop culture and related trends.*
- *Creativity.*
- *He is creative in his job. He is passionate about promoting his team and himself.*
- *Robert is good company. He has a youthful exuberance that can be contagious. I appreciate his views on various subjects (technology, media, etc) and feel that he possesses a generally positive outlook on life. Robert is not a 'downer'. He is quick to laugh and generally a good conversationalist (although his knowledge of virtually all subjects knows no bounds). While my exposure to him both in and out of the office is limited, I have spent some time socializing with him and find him to be engaging, entertaining, well-mannered and personable.*

These are all traits that have served him well and allowed him to navigate and excel at climbing the corporate ladder.

His greatest strength, then, is a natural ability (or cultivated skill) at managing up for his own success. In short, he has been highly successful in the game of workplace politics. His abilities and persona would be well suited for a career as an elected official.

CUSTOMERS

- *Ability to communicate ideas, make decisions, ideas for growth of his team*
- *Robert is a master of self-promotion and self-preservation. Robert has a rare gift for being a highly effective sycophant. Excellence in this area occasionally benefits his team, although if there's a conflict between what's best for Robert and what's best for the team Robert will unfailingly act in his own self-interest. He is world-class at getting his way, whether or not it's best for the Company or his staff.*
- *Robert is a wonderful public speaker and is extremely comfortable speaking about any of his production processes, even when asked unexpectedly.*
- *Robert is an "idea" person, he can usually find a creative solution for business requirements*

Summary Questions

CUSTOMERS

- *Robert is very enthusiastic. He has strong ties with his department.*

DRCTRPTS

- *- ambitious*
- *- patient*
- *- listens to ideas and concerns from employees*
- *- innovative*
- *- personable*
- *Robert's greatest strengths lie in an understanding of how (well) specific team members work together and an understanding of that potential. Robert is also very astute in operational issues and is always budget conscious.*
- *able to handle many things at once and skilled at applying full creative potential to all elements in progress*
- *Can navigate political situations with aplomb*
Effective at getting things done even if it's through force
- *He is a dynamic personality that is a great motivator of people.*
- *His desire to be successful. He's smart, articulate and can be a good collaborator when he chooses to be.*
- *Robert is very supportive of his team and takes a personal investment, to the extent that he can, in each and every employee that works for him. He has a certain charisma that motivates and inspires. His analytical and logical capabilities are beyond the average person. What really impresses me about Robert is his ability to look at any situation and conceive of every angle. He addresses perceived roadblocks from a completely different and creative direction. I often find myself thinking "Why didn't I think of it that way."*
- *Robert's greatest strength is his sense of conviction when addressing business related issues. He is very adept at the ability to manipulate people into seeing his point of view as the best way?.*

OTHERS

- *Enthusiasm, creative vision, sense of humor, dedication to innovation.. ability to motivate and engage others in an idea*
- *He is a great guy and love working with him but i do not report to him so i do not really have direct contact with him. He is smart, very good at understanding problems and loyal.*
- *Robert has established a strong rapport and loyalty with certain teams that he manages. He has strong leadership characteristics and behaviors within this core group. I believe he's respected, supported and has genuine credibility with those core teams. He speaks to them well, motivates them appropriately and engenders a "closeness" or camaraderie despite his day to day attending to more strategic organizational needs.*
- *The ability to tactically see how maneuvering will bring about a desired outcome in the organization and the ability to set expectations.*
- *Very intelligent, very good at organizing tasks and projects, has the ability to speak and present ideas intelligently on a wide range of topics and can organize and strategize on a very high level. It's clear that despite the social disorder, he is very good at the technical requirements of his job.*

80. What is the one recommendation you have for this individual's improvement?**SELF**

- *Personal organization and stress management could be improved. Patience could be improved. Attention to networking could be improved. Ability to effectively manage boundaries and expectations with those senior to me could be improved.*

SUPVR

Summary Questions

SUPVR

- Robert, others are as smart as you, treat them as such. You treat me well, give the same respect to others.

SUPVR2

- Robert does not demonstrate the ability to accept responsibility for his own mistakes. I have witnessed him desperately work to avoid accepting responsibility for things that have gone wrong. He seems willing to re-write history and stretch to find some obscure fault in others so that the situation is not his fault. For example: We had an instance where content was delivered to two platforms which was in violation of our edit standards. This is a very serious issue. Robert's team was clearly responsible for this situation. I witnessed Robert try to place the blame on another group unnamed, when it was clearly not their fault. Further, I reprimanded Robert for not telling me as soon as he discovered that the content was indeed delivered to customer platforms. His contention was that he thought I already knew. I discussed this issue with one of Robert's subordinates and discovered that the subordinate told Robert that he thought they should tell me and Robert said no. When I confronted Robert about this he suddenly tried to blame those outside his group for not bringing the issue to his attention sooner, saying that if he had known earlier, he could have fixed everything before it became a problem. I went round and round with Robert for nearly 30 min and he just could not accept the fact that my issue was with how he handled the problem and that he didn't give me critical information when he should have. He was trying to blame others for not isolating information and allowing him the opportunity to fix the issue before it became real problem for the company. He really tried everything he could think of to avoid taking responsibility for the problem. This is a recurring issue with him.

I would have like for Robert to demonstrate an understanding for my concerns and accept responsibility for what happened. He just couldn't do it.

1. Failed content was delivered to a customer
2. Robert chose not to tell me - I think this was because he wanted to try to fix it so that it would be a non-issue and he could avoid being at fault

PEERS

- (Why is this question limited to "one recommendation"? You ask for his greatest strengths without limitation but only ask for one recommendation? I'm going to provide a list anyway because I don't think it is appropriate to limit this question).

He needs to be factual and complete in his statements and assertions to others. Robert often makes up facts to support what he wants to achieve. He also avoids communicating negative information and instead focuses entirely on ?facts? that support his position even if he has to make them up. The results of the internet group is a great example. The CEO and President were repeatedly informed by Robert that joins were way up which implies that the division is doing well. He did not however also communicate that the business was/is losing money like a leaky boat. When confronted with the facts, he then wrongly attacked accounting and finance on their numbers and the methodology they use to allocate expenses, etc.

Robert needs to stop manipulating people to get what he wants. He even brags about it to others how he can manipulate the CEO and President, which is very true. There is a running joke among the employees that no decision of the President is final until Robert tells him it is.

Many times it has been observed that Robert speaks as if he knows everything about a subject. At company, he attempts to prove to the other employees who have had many years in the business of ours and distribution business that he knows everything about the business. When he opens his mouth, he throws out some buzz words (often incorrectly) and it becomes clear that he knows very little.

He makes a lot of promises but rarely delivers. You have to continually keep after him to deliver on what

Summary Questions

PEERS

he promises.

He often throws people under the bus. He punishes anyone who doesn't completely agree with him. He needs to stop being so argumentative. He is not trustworthy. You always have to wonder if he is going to stab you in the back because he often does.

He interrupts everyone when they are trying to make a point or deliver information. He often takes credit for the accomplishments of others. An example is that when the ABC team was in Boulder, he delivered the presentation that two of the ABC people had put together and were supposed to do. He also spent most of the time speaking directly to one of his employees rather than to the whole group. His focus on the one attractive female in the group made others feel uncomfortable. Robert has a history of inappropriate behavior toward females in the company that gets largely ignored by his superiors. Also, when one of Robert's employees acted inappropriately toward a female employee, Robert tried his best to sweep the matter under the rug and not get his buddy/employee into any trouble. He spends too much time promoting the careers of his friends and attractive female employees often for the wrong reason or when there is no business justification.

The manner in which he speaks is not appropriate for an executive in a company. By now he should be able to speak like an adult rather than a teen hanging out at the mall with his buddies.

- *I have been told many good things about Robert: He is incredibly smart. He is very good at spotting and recruiting 'creative' talent. He efficiently manages a large team. He has 'great ideas' and 'vision'. Unfortunately, I have seen none of this myself. And maybe this is not entirely Robert's fault. I have limited contact with him on a day-to-day basis and he regularly (and notoriously) does not respond to email and voicemail requests.*

So, perhaps I could better answer this question if I had a clearer idea of what it is that Robert does for the company. What is his job? What are his responsibilities? Knowing this basic information would give me a clearer picture on what I can and should expect from him vis-a-vis my professional needs (ie: Is he doing something so meaningful and/or impactful from a revenue standpoint that he can't return my call?).

Without having an understanding of exactly what Robert's role is within our organization, I can only provide general observations on things that he can do to improve his performance and help him succeed as an executive. They are basic:

1. *Common courtesy dictates a polite response to phone calls, voicemails and emails from colleagues, employees, vendors and clients within 24 hours. Everyone is busy, but we all manage to do this. Not providing a response--which is Robert's trademark--indicates an arrogance and self importance that leaves me (and many others) feeling marginalized and ultimately resentful (and certainly less than charitable on reviews such as these). More concerning, this behavior appears to have trickled down through his reporting structure. And it should come as no surprise. It is learned behavior...if my team leader doesn't return emails or phonecalls with no negative repercussions, why should I? Ultimately, his behavior has caused a complete breakdown in communication between the two of us. From (repeated) experience I have learned that in order to get a question answered or move a project forward the best course of action is to circumvent Robert altogether.*

2. *Don't 'pass the buck'. In the ten years that I have worked with Robert, I have never known him to acknowledge a mistake or admit that he provided the wrong answer to a question/problem/issue. He will tell you that every project that he has worked on has been an unmitigated success and those that were failures are conveniently placed at the doorstep of others (in some cases fairly [see: ABC-A]). We all make mistakes and bad business decisions. The key is learning from them. I have a good manager who once advised me that if I didn't know the answer, don't make one up. In other words, don't be afraid to say 'I don't know'. I think that Robert often projects authority and knowledge regarding a wide variety of subjects/concepts/topics in order to mask his self doubt. I have found that the best executives shoulder the blame when something goes wrong, spread the credit when something succeeds and generally do*

Summary Questions

PEERS

more listening than talking.

3. Exercise economy of language. I've observed that Robert's philosophy when speaking or writing is: Why use one word when fifty will do. Clear, simple and concise is better.

- *Work better with those on his same level and be more supportive of revenue generating initiatives that fall outside of his direct influence. He needs to understand he doesn't fully understand the intricacies of the ABC business landscape as well as many of his peers. He should embrace the fact that many of his peers came up in the ABC industry, have served decades in that industry, and know how it works. Listen to them better- or at least make them feel like he is listening better. They have a lot of experience he can gain from.*
- *Be more transparent and factual.*
- *Try to stop coming off as an expert in EVERYTHING and start listening to others a bit more. It would also be helpful if you would not treat every item, every situation as your "must have, must win" scenario. There are shades of correct and the other people want the company to win just as much as you do so letting others have a say and possibly even going with their plan will be good for you in the long run as they will reciprocate and help you get the things you really need to be successful.*
- *Understand nothing is accomplished without teamwork*

CUSTOMERS

- *Allow for direction & ideas to come from different areas of the organization*
- *Always do the right thing*
- *Delegate effectively. Robert needs to empower his staff to speak their minds and make decisions instead of waiting for Robert. Robert's staff has many great ideas, but will unfailingly wait to determine Robert's mood and direction before saying anything, and will rarely commit to any decision without saying they need to check with Robert.*

Robert's team is full of people standing in front of the basket ready to make a layup but waiting for him to say it's OK. Robert needs to let them know it's OK to take the shot and that even NBA players miss layups sometimes. Robert must avoid crushing their souls or taking it personally when they disagree with him or miss the shot.

- *Robert is a classic narcissist and control-freak. My suggestion is that these 2 behaviors be modified so that Robert can become a more constructive leader and not continue down the current path of destructive and divisive leadership. Most of Robert's decisions appear to be based more on what is best for his personal growth and gains, not what is in the best interest of the company. He has also developed an environment where loyalty is driven by fear and we are not empowered to make our own managerial decisions, but must always receive approval from Robert prior to committing to any procedural changes.*
- *This will be more than one.*

*#1 - stop flirting with/dating the female employees. It is very unprofessional and a liability to the Company.
#2 - stop promoting your own agenda and think what is best for the Company as a whole.*

DRCTRPTS

- *Interpersonal communication when dealing with problems that may arise. Robert is passionate about what he does and sometimes his passion takes over resulting in communication that seems condescending.*
- *be more accessible via email.*
- *Develop an effective system for responding to emails, requests, etc.*
- *He needs to realize that he is not superhuman.*

Summary Questions

DRCTRPTS

- none
- *The one recommendation I have for Robert's improvement is to step outside himself and his personal goals. He should grasp a greater picture of overall business situations with an eye towards the company's bottom line and not personal reward.*
- *To be more inclusive of everyone. Not to choose favorites. Less ego.*
- *When Robert is frustrated, pationate, or arguing a position he can use a very condescending tone that tends to inhibit his employees from having a good mutual debate. It is demeaning and feels like verbal bullying which does not promotes acquiescence.*

OTHERS

- *He is disrespectful of people across the board. From the highest level of executives he brags about "given enough time he can manipulate the other execs into giving him/doing what he wants". Mid range employees he completely ignores, and the lowest level employees he uses intimidation and sexual harassment to cause them to live in fear of him. His leadership in that manner leads other mangers and directors directly below him to follow suit.*

In the survey questions about communication/rapport with others, this is the behavior that leads to the strongly disagree answers from me. Female employees avoid him and fear being in situations where they may be alone with him, male employees know not to go against him for fear of retaliation. From the upper level executives there are no consequences for his poor behavior. The whole company knows that he is "untouchable".

The recommendation is that he behave in an ethical, respectful and professional manner within the confines of work.

- *I do not report to him in can not suggest anything. I think he needs to get more visibility from the people in the company that are doing the work not just the managers because he has the ability to solve problems and could bring a lot to the table.*
- *Responding to review requests in a timely manner would hep production flow.*
- *Robert should reduce his use of electronics (iPhone/imac/ipad) during meetings, which gives the impression of aloofness, boredom and disengagement from the subject and the speaker. If the meeting is important enough to attend, he should be "present" throughout. Stepping out to the hall for a phone call is periodically acceptable. Being distracted, and enlisting others into seemingly unrelated sidebars (periodically generating laughter or snickering,) is disrespectful and unproductive. This behavior promotes others to emulate it. I believe it would be stronger leadership to encourage greater focus and efficiency in these discussions. (There is a place for less-structured meetings which allow for creative thinking and outcomes, but other times, meetings are much more straightforward in their objectives.)*
- *To have an open mind even when he disagrees with the individuals suggestion while he has other ideas instead.*

81. Is there anything you wish to add or communicate to this individual?

SUPVR

- *Build strategic relationships and get deals done.
Be collaborative.*

SUPVR2

- *Robert has a real issue with how others perceive him within the company. Because he does not agree with these perceptions, he thinks their is no truth in them. This is a mistake on his part.*

Summary Questions

SUPVR2

Example: Three of Robert's peers have repeatedly complained to me that Robert is not responsive to them. He was not responding to email and voicemail. I had mentioned this to Robert on several occasions and encouraged him to get back to these people in a timely manner. I explained to him that his lack of responsiveness was interpreted by these people that Robert feels that these people are not important and don't deserve his time and attention. He assured me that this was not the case and that he was indeed getting back to them but would step up his efforts.

The complaints kept coming. I sat Robert down and had the conversation with him again and he started to argue about how this was not true and that he actually was responding to his peers. I asked Robert why it was that these three individuals, from three different physical locations all had the same complaint. I asked if he really believed that they were all wrong and he was right. I had to explain to Robert that if these people had the perception that he was not responsive, that it is a real issue and most likely has some merit even if he didn't agree. Further, if there is a pervasive perception about him in the company, most likely he is contributing to that perception in some way and it was up to him to take action to change the perception. He needs to change his actions, behaviors and attitude.....not them.

My perceptions of Robert

- he is very self serving
- he believes himself to be an expert on absolutely everything....to the point we laugh about it. It really does not matter what the subject is business, technology, health, martial arts, tennis...whatever the case, he thinks he knows it all. Many people find this exceedingly irritating.
- he does not accept responsibility for his failures
- I have a hard time trusting him even though I believe he is basically honest and that he works in, what he believes to be, the company's best interest. I often get the feeling that he is up to something
- he does not give due credit to others, but rather claims glory for success within his group. this is especially tough when it is never his fault when things go wrong.
- he at times has misrepresented data or not included all the data in order to make his performance look better than it really is.
- he tends to play favorites with employees.
- he tends to discount the perception others have of him if it is not congruent with his view of himself
- Robert tends to use way too many words when communicating verbally or in writing and the essence of his message gets lost in the clutter. He needs to work in being more concise and direct in his communications. We are not idiots!

PEERS

- Everything stated in response to #80 can be communicated to Robert. It should also be communicated to HR and to the CEO and President that Robert should not be promoted. The manipulation needs to stop.
- The fact is, I don't know Robert very well despite working with him for 10+ years. I am told that he is a highly intelligent, competent manager with solid leadership skills. Further, he possesses an entrepreneurial spirit and a creative mind. That all sounds very good to me. However, none of those attributes will help him get my respect and support until he starts to act as a team player. He can start by returning my phonecalls...

CUSTOMERS

- Robert is one of the most subtly destructive individuals I have ever known. I don't trust his business acumen nor do I trust his personal integrity. A recent example comes from Robert's enthusiastic attitude at an Efficiency Committee meeting followed the same night by him torpedoing the entire concept at a team meeting. It's difficult to go into great detail about conversations I've had with his team because Robert has a well-earned reputation for retribution. Because of that, I feel I must be exceedingly careful not to implicate anyone on his team.

Robert will always find a way to increase costs. Several years ago Robert took personal interest in X Development with much boasting about turning it around. Even as the losses have accelerated, reports of huge success have been made. Those reports later turn out to have been half-truths - more signups, but

Summary Questions

CUSTOMERS

at a greater cost, resulting in accelerating losses. Predictably, Robert's solution is to hire more people, thus further increasing costs.

Similar arguments have been made for many areas of our other content. As our Company's revenues have declined, Robert's staff size has increased. In the face of declining revenue, it's business as usual - Robert has another idea that is going to make us a lot of money - that flops.

Suppressing everyone else's ideas while at the same time promoting ideas that compound costs (but not revenue) is unsustainable. Instead of focusing on his personal reputation for creativity, Robert should consider focusing on ABC Corporation's success and fostering candid creativity from his team. People on his team need to know that it's OK for them to think for themselves (without undue or arbitrary consequences) and that they'll be rewarded for something besides personal loyalty. Nobody wants to be a drone, and Robert fosters a drone mentality, despite all the hyperbole about "creativity". Again, I'd say more about it, but there's no way to do it without the likelihood of someone getting hammered by Robert.

*Kim - if it will help, feel free to reveal my name in conjunction with my comments.
Andy Lewis*

- *Be truly open to suggestions from others, trust your management team to make their own decisions, make decisions based upon what is best for the company (not what is best for you), and take time to really evaluate the current organizational structure (empire) that you have built....is this all really necessary, sustainable, and beneficial for New Frontier Media.
Our group is the largest within the company, yet we are not able to voice our own opinions and propose process modifications that would be beneficial because they may not fit your personal goals for the group. It is OK to admit that we have grown processes beyond our real need for profitable production, you just need to let us help you to understand how the current people and processes can be rearranged and/or reduced without affecting our bottom-line returns and ability to produce necessary and profitable products.*
- *I often perceive Robert as deceitful, manipulative and at times very unprofessional. I believe he doesn't hold the company's best interests above his own. He often manipulates situations where his needs are met, whatever the cost. He doesn't always accept responsibility and often pushes blame onto other departments*

There have also been rumors that he pursues inappropriate relationships with his subordinates, which in my opinion is unacceptable

- *Robert 'thinks out loud'. A majority of the time I can not follow what he is trying to communicate. Robert gets so excited for an idea that he loses his ability to think what is best for the Company and makes him unable to see a different side.*

DRCTRPTS

- *He inspires and leads by example - this is his core strength.*
- *No*
- *One other thing I would like to address is Robert's responsiveness to communication from anyone other than his direct managers. There are times when he is very difficult to track down or does not respond to important and/or critical situations in a timely manner. This applies not only to his employees but also to other stake holders/peers in the company.*
- *Robert is a very talented person. Robert could benefit from recognizing the necessity and timing of when to shift from being a team leader to becoming a team member.*
- *Robert possesses a decent foundation of understanding individual employees and their potential value to the company. As Robert works towards his goals of self improvement this will be one of his best assets.*
- *Take time to consider that your employees are not the same as you, don't think the same as you, not as quick-thinking as you, have different perspectives than you and that those things can actually be a*

DRCTRPTS

strength to the team or beneficial to the project.

OTHERS

- *Keep all the good work up.*
- *Since Robert has been begun leading the ABC team, I've noticed what I consider to be positive growth in some characteristics. A couple examples: Robert seems to listen more actively in certain meetings, allowing other speakers speakers to complete their thoughts and interrupting much less than in the past. He is showing greater respect to additional points of view and opinions and allowing for some consensus building. Additionally, he seems to have made progress in some delegation of appropriate authority and decision making, allowing improved functioning of some teams. This area was a huge concern for some going into the 2-location mode.*
- *You're an inspiration to the whole team.. stopping by to fraternize and look at current projects when you're in the office would help foster an inclusive, motivated environment. People like to know the big dogs care about what they're doing..*

Part 6

Competency Descriptions

&

Developmental Suggestions

Emotional Self-Awareness

- 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 affect 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 their source, to what's 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 your emotional state as well as what your body might be feeling or trying to tell you
- § 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.

Social + Emotional Intelligence Competencies Described

"In a recent survey, 73 percent of Americans described their lives as 'very busy' or 'insanely busy.'
- Wired Magazine

"It is in quiet that our best ideas occur to us. Don't make the mistake of believing that by a frantic kind of dashing around you are being your most effective and efficient self. Don't assume that you are wasting time when you take time out for thought."
- Napoleon Hill and W. Clement Stone

"Like an ability or a muscle, hearing your inner wisdom is strengthened by doing it."
- Robbie Glass

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

Accurate Self Assessment

- 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
- § Micromanage and take over instead of delegating ("if you want it done right. . .")

- § Take credit for others' efforts

Social + Emotional Intelligence Competencies Described

- § 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
- § Create a culture where it is safe for people to provide feedback
- § Be open to gaining new insights and learning new things
- § Take an assessment instrument such as a communication style profile, Myers-Briggs, or a 360 multi-rater assessment to learn more about your strengths and vulnerabilities
- § Analyze your strengths and weaknesses
- § Ask others for their insights on your strengths and weaknesses (or ask an executive coach to interview the people around you); compare your list with others' lists
- § 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.

Great Resources:

Books: Strengths Finder 2.0 by Tom Rath and Now Discover Your Strengths, by Marcus Buckingham and Donald O. Clifton.

Website: <http://sf2.strengthsfinder.com/learnmore>

Personal Power

-a sense of self-confidence and an inner knowing that you can meet life's challenges and live the life you choose; a solid sense of self-worth; 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 former
- § 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")

Social + Emotional Intelligence Competencies Described

- § 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 competency

- § 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., 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 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 power
- § Envision yourself as smart, competent, articulate, poised, and admired

Great Resources:

Social + Emotional Intelligence Competencies Described

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

Boundaries: When to Say YES, When to Say NO, and Take Control of Your Life, by Henry Cloud and John Townsend

How to Have Confidence and Power in Dealing with People, by Les T. Giblin

Behavioral Self Control

- 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 competency

- § 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

Social + Emotional Intelligence Competencies Described

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

- maintaining high standards of honesty & 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 competency

- § 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 integrity with, your values and beliefs

Social + Emotional Intelligence Competencies Described

- § 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

Great Resource:

Integrity: The Courage to Meet the Demands of Reality, by Dr. Henry Cloud

Innovation & Creativity

- 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 competency

- § 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 declutter - this enhances creativity

Social + Emotional Intelligence Competencies Described

- § Cultivate an attitude of curiosity in all things; if something strikes a spark of interest, follow 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

- 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 competency

- § Procrastinate and fall behind
- § Need direction to get things done
- § Trend 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

Social + Emotional Intelligence Competencies Described

- § 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 "timeboxing" - allocate a set period of time to a task and see how far you get ("I will declutter 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

- 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 competency

- § 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

Social + Emotional Intelligence Competencies Described

- § 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 risks 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

- 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

Social + Emotional Intelligence Competencies Described

- § 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 competency

- § 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 even 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, joyful, 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 below)

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

Great resources:

Learned Optimism, by Martin Seligman, Ph.D.

The Happiness Advantage, by Shawn Achor

Positivity, by Barbara Fredrickson, Ph.D.

Resilience

- perseverance and diligence in the face of setbacks

Social + Emotional Intelligence Competencies Described**People with this competence**

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

People lacking this competency

- § 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

Great Resource:

The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles, by Karen Reivich

Stress Management

- working calmly under stress and pressure

Social + Emotional Intelligence Competencies Described**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 competency

- § 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, scared, moody, irritable)
- § Are unable to concentrate, become forgetful, can't think clearly
- § Tend to worry about the future
- § Act impulsively
- § Have a low frustration tolerance 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

Social + Emotional Intelligence Competencies Described

- 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

- 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 competency

- § 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

Social + Emotional Intelligence Competencies Described

with change

- § Separate fact from fiction - 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

- 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 competency

- § 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

Social + Emotional Intelligence Competencies Described

- § Become actively intentional; step back and ask yourself "What do I ideally want to have happen here?" (in this meeting, in this family or social gathering, 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 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

- 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 competency

- § 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

Social + Emotional Intelligence Competencies Described**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/Organizational Awareness

- reading social and political currents in family and social gatherings, in business, school, the community, their neighborhood, and the workplace.

People with this competence

- § Accurately read key power relationships
- § Detect crucial social networks
- § Understand the political forces at work in social and business settings, including the community, gatherings of family and friends, the workplace, in organizations
- § Accurately read the guiding values and unspoken rules that operate in various social and work situations
- § Understand and make use of both formal and informal power structures and dynamics.
- § Are effective at influencing social, family, community and organizational events
- § Don't violate social, family, community and organizational norms

Social + Emotional Intelligence Competencies Described**People lacking this competency**

- § Find it difficult to get things done in various social settings
- § Unwittingly offend social, family, community and organizational norms
- § Are unaware of and often surprised by social, family, community and organizational events and situations
- § Make mistakes due to misunderstanding social, family, community and organizational structures
- § 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 social and work settings; understand that to be successful and get things done, you need to be tuned in
- § Know the history of your social and community groups, as well as your workplace or organization (or particular department or team)
- § Listen carefully as your friends, family members and colleagues describe people they view as effective and ineffective
- § Identify the characteristics and behaviors of individuals who are successful in the organization or social situation
- § Have informal conversations with friends, family members, colleagues, and co-workers, and try to get their perspective on how things get done in specific social settings
- § Recognize the informal structures, procedures and practices that support getting things done
- § Have breakfast or lunch with people in the community, social group, or work organization who are perceived to be influential, and learn from them how they operate within the organization
- § Remember: this competency is empathy on a much larger scale at the organizational and societal levels.

"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

- anticipating, recognizing, and meeting others' needs

People with this competence

- Understand others' needs

Social + Emotional Intelligence Competencies Described

- Monitor and seek ways to increase others' satisfaction
- Gladly offer appropriate assistance; make themselves available
- Grasp others' perspective, readily, and can respond and act appropriately

People lacking this competency

- Focus on their own objectives rather than others' needs
- Provide routine or "off-the self" 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 others
- 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

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

Great Resource:

Servant Leadership, by Robert Greenleaf

Communication

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

Social + Emotional Intelligence Competencies Described**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 competency

- § Fail to listen, interrupt, and find fault with what others say
- § Are difficult to connect with, are unapproachable and others may prefer to avoid bringing them 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 do)
- § 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,

Social + Emotional Intelligence Competencies Described

existing for the other person." - Michael P. Nichols

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

Great Resources:

Just Listen: The Secret of Getting Through to Absolutely Anyone, by Mark Goulston, M.D.

Difficult Conversations: How to Discuss What Matters Most, by Douglas Stone

Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time, by Susan Scott

Interpersonal Effectiveness

- 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, listening and to build rapport
- § Have the ability to diffuse high-tension situations with ease

People lacking this competence

Social + Emotional Intelligence Competencies Described

- § 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
- § 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

-wielding effective tactics for persuasion

Social + Emotional Intelligence Competencies Described**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 competency

- § 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

- 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 competency

- § 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 - they may be feeling angry or fearful. We get our point across better if we are responsive to their needs.
- § Bring in a neutral third party if the conflict cannot be resolved.

Great Resources

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

Hostage at the Table, by George Kohlrieser

Crucial Conversations, by Kerry Patterson, Joseph Grenny, Ron McMillan & Al Switzler

Inspirational Leadership

- 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 ("encourage the heart"), empower others to act, set an example ("model the way")
- § Articulate a sense of common purpose beyond the day-to-day tasks, making work exciting, and inspiring others to follow

People lacking this competency

- § 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,

Social + Emotional Intelligence Competencies Described

- create opportunities for ownership in the vision
- § Think big-picture, match the individual's talents, skills, experiences and aspirations with the task / opportunity to avoid micro-managing, and 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 Resources:

*The Leadership Challenge, by James Kouzes and Barry Posner

Primal Leadership, by Daniel Goleman, Annie McKee, Richard E. Boyatzis

Catalyzing Change

- 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 competency

- § 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
- § Fails 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

Social + Emotional Intelligence Competencies Described

- § 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

- 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, and know who to call to get answers or to slash through red tape or other obstacles

People lacking this competency

- § 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

Social + Emotional Intelligence Competencies Described

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 becoming too task-focused and detail-oriented; be sure to focus on people as well
- § Attend 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

- 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
- § Interacts well with all different personalities and work styles on the team
- § Demonstrates trust in, and respect for, all team members

People lacking this competency

- § Prefer working alone; do not coordinate their efforts with others

Social + Emotional Intelligence Competencies Described

- § Fail to take on their fair share of the team's responsibilities
- § Withhold information and help 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 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 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 and Mentoring Others

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

People with this competence

- § Show a genuine personal interest in helping their friends, colleagues, 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 competency

- § 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, and with employees, not only at the annual review time.
- § Make feedback as constructive and non-evaluative of the person as possible; focus on the work, not the individual.
- § Acknowledge and recognize progress often

"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 resources:

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

The Manager as Coach, by Jerry W. Gilley and Ann Gilley

Building Trust

- 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 minds 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 competency

- § 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 and 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 ethic 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

Social + Emotional Intelligence Competencies Described

Great resource:

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

Part 7

My Development Plan

Individual Development Plan

Name _____

Position _____ Date _____

The 360 feedback you have just reviewed was gathered to help you better understand your strengths and developmental needs, and to help you better understand the impact and effectiveness of your current leadership, management and communication practices.

The majority of your feedback may have confirmed the assessments or opinions you anticipated. In addition, it is likely that the majority of the feedback reflected other people's satisfaction with many of your current practices.

It is also likely that some of the assessments from others may have surprised you. You may even feel a little discouraged or hurt, maybe even angry. This is a natural response, as almost everyone experiences some natural initial difficulty accepting feedback that indicates we are less than perfect in all regards.

As we mentioned in the front of this report, ***honest feedback is a gift***. It is rare in your professional life that you will receive honest feedback. We hope you will use this feedback to help you improve your current level of effectiveness. Here are three things we suggest you do:

- 1) Identify your **current strengths** as well as the specific **changes that are most important** to increasing your effectiveness.
- 2) Complete an **Individual Development Plan** to support your commitment to increasing your effectiveness. Include specific strategies and timelines.
- 3) **Communicate your commitment to change** to the people who provided the feedback.

This plan can be developed immediately after examining the feedback. The remaining pages of this report are devoted to helping you create your Individual Development Plan.

In answering the following questions, it is important for you to keep in mind the specific demands of your position, your own capabilities and limitations, the climate and culture of your organization, and your long-term career goals.

1. What are the *specific practices* that others have indicated you are currently **performing the best?** (List 4 to 6 current strengths)
2. What are the *specific practices* that others have indicated need to be examined for improvement or development? (List 3 to 4 practices that are the **most important to improve first**, considering the demands and requirements of your position).

3. What specific things do you need to do more of?

4. What specific things do you need to do less of?

5. If you make a commitment to making these changes, what benefits will you gain?

6. Developmental Action Steps (list specific action steps here, i.e., “read Kotter’s *Leading Change*, by October 1, so I can be more effective in leading my department through the change process”). List your first steps below:

What/Why**By When****Resources Needed**

7. What obstacles or barriers could prevent you from making these changes?
8. How can you work around or remove these barriers? Can someone help?
9. What workshops, training programs, or books might help support your efforts to improve?
10. How could your immediate manager help you?
11. Who else should be involved in your developmental journey, and for what purposes?

Who?	Why?	What can they do to help?
-------------	-------------	----------------------------------
12. What's the very first thing you will you do to start? When will you begin?

Discussing your Feedback with Others

The people who provided you with the feedback did so with the intention of helping you become more effective. They also expended a fair amount of time to provide you with feedback, as you know if you have completed these surveys for others. You would not have the specific new insights on the effectiveness of your current practices without their efforts.

Therefore, it is extremely important that you communicate with as many of these people as possible about how you intend to use the feedback. Specifically, we encourage you to:

1. **Thank the people for taking the time to complete the survey** and allowing you to benefit by receiving feedback on your performance. **Acknowledge one or more new insights** of your behavior that came from receiving feedback.
2. **Mention one or two initial changes you plan to make** as a result of the feedback you received. (You may also explain **why** you chose those changes and not others). Ask if they have any further thoughts they wish to share with you, or if there's anything they wish to clarify about your insights.
3. **Request** their support as you go forward in making these changes, and ask them to provide you with "additional feedback" as you begin.

Your follow-up with the people who provided you feedback will produce important benefits. Specifically, people will:

- § Realize that their feedback was carefully and thoughtfully examined.
- § Better understand why some of your current practices are undergoing change.
- § Be more comfortable in giving you additional feedback and support as you work on changing.
- § Be more open in completing similar feedback surveys from you in the future.

More importantly to you, "going public" with your intentions to change puts some healthy and helpful pressure on yourself to improve your performance.

We recommend your communication take place within the next 3-10 days.

On the following pages we include suggestions and strategies for verbal and written communication with your peers and direct reports, as well as with your immediate supervisor.

Sharing Your Results with Others

STRATEGY

Thank the people for taking the time to complete the survey and allowing you to benefit by receiving feedback on your performance.

Acknowledge one or more new insights on your behavior that came from receiving feedback.

Mention one or two initial **changes** you plan to make as a result of the feedback you received.

Identify the **specific dates** you will make each change.

Ask people to provide you with additional feedback as you make these changes.

EXAMPLE OF SHARING YOUR RESULTS VERBALLY

“I would like to thank you for completing the 360 survey for me a few weeks ago. I really gained a lot of insight from your feedback. Specifically, I learned how important it is to you that I keep you better informed. I also learned I need to consider your time schedule before making changes on my own . . .”

“As a result of your feedback wherein you asked for more one-on-one time, starting next week I’d like to start scheduling regular weekly one-on-ones so I can better support you in the projects you are leading. Also, I’m going to commit to being a better listener and be more attentive to your suggestions and ideas . . .”

“Again, thank you. If you see me slipping back to my old habits in these two areas, please give me some friendly feedback . . .”

EXAMPLE OF SHARING YOUR RESULTS IN WRITTEN FORM (MEMO, EMAIL, ETC.)

Thank you for taking the time recently to complete the 360 feedback surveys on my performance.

Yesterday I had the opportunity to review my 360 report with my coach. During our session I was able to examine in detail how effectively I am applying critical leadership and management practices with people, and specifically what areas I need to improve upon.

As you know from other 360s you’ve participated in, all the feedback I received was “averaged,” which protected the confidentiality of your responses, and the responses of all my peers and direct reports.

As a result of the feedback I received, I’ve identified some changes I plan to make.

I learned that _____ and _____ are two areas where people suggested I make some changes.

I really appreciate the feedback, and plan to make the following changes starting the first of next month:

Individual Development Plan

1. _____
2. _____
3. _____

I would appreciate any additional ongoing feedback you care to make about my practices.

Discussing Your Feedback With Your Immediate Supervisor

The following communication strategy has been designed to help you discuss the feedback you received - from your immediate supervisor - with your immediate supervisor. We recommend **showing your supervisor parts of your feedback report**, particularly those items which are confusing or need clarification. Your supervisor will not be able to answer your questions fairly and honestly without “seeing what you are saying.”

STRATEGY

Thank your boss for taking the time to complete the survey and allowing you to benefit by receiving feedback on your performance.

Acknowledge one or more new insights on your behavior that came from receiving feedback.

Mention one or two initial **changes** you plan to make as a result of the feedback you received.

Explain that some of the information you received was confusing to you, or that you have a few questions about a few things, and that you would like his/her assistance to clarify those items and better understand the feedback.

Display the data. Use either this computer-generated report or copy the selected portions of the report for which you are seeking clarification. As you display the data, it may be necessary to explain the format of the report as you identify the data about which you are seeking clarification.

Ask questions. Ask your supervisor to clarify his or her responses on any of the items that are confusing or concerning to you. Use a series of open-ended questions (questions that require more than a “yes” or “no” response). Keep the questions focused on “**what more**” or “**what less**” does she think you should be doing . . . not “why do you think I am doing poorly on this?” Also ask for his or her insights on some of the perceptions and feedback from your peers and direct reports to determine the level of importance your supervisor places on some of those areas.

EXAMPLES

“I would like to thank you for completing the 360 survey and providing me with feedback a few weeks ago. It helps to get other people’s perceptions. I just reviewed the results with my coach, and one thing I learned is that I’m not as good at communicating as I thought . . .”

“In fact, one specific change I am making already is to get more organized so I can put in place a more regular reporting structure on the projects our department has going.”

Individual Development Plan

“I did want to ask you about a few parts of the report that are a little confusing to me. I’d like to show you some of the data and get your insights as to what this might mean.”

“Specifically, the information about keeping others informed was confusing to me. As you can see on this computer-generated report, I believe I keep people rather well informed. My direct reports feel they are kept pretty well informed, but my peers and it appears you have a desire to be kept better informed. Can you help me understand a little better the specific things I need to do more of (less of)?”

§ “What are some specific situations where you need more information right now?”

§ “Looking back, on what issue would you have liked more information?”

§ “If you had my job, what information do you think would be best for me to share with my peers?”

Don’t ask: “Why do you think I am doing poorly?” (this is a question that puts both parties on the defensive).

So, what will you say, in your own words?

Gathering Additional Feedback

As you examine your feedback results, you may experience a desire to learn more about the specific changes people would like to see you make. For example, your feedback may indicate that the majority of people want “clearer communication.” Before changing anything, you may want to learn what “clearer” or “additional” communication each person needs or desires.

It is important to remember that is often difficult for many people to discuss what they want “face-to-face.” The communication strategy shown here is designed to lessen people’s natural reluctance or fear.

The key element of this strategy is developing and using a **short list of written questions** that outlines what you would like to learn. Begin your communication by thanking people for their feedback and then review what changes you will be making (as noted earlier). Then, we suggest the following:

- § Explain your intentions to learn what additional changes to make based on people’s individual needs, and give people your list of questions.
- § Allow people time to think about and develop answers to the questions.
- § Meet with each person individually and discuss their responses. **Listen and take notes** about the changes each person desires. **Don’t get defensive** (“well, I do that because ..”) or the other person will shut down, and you may never again have the opportunity to obtain feedback from him.
- § Later, let each person know what changes you will make.

Good written questions are critical to having this strategy work. The written list of questions helps people to better understand what you want to discuss. Each question should be:

- § Open-ended (requiring more than a “yes” or “no” response).
- § Focused on a practice or behavior that you are **able** and **willing to change** if the person’s requests are reasonable.
- § Written to ask “**what more**” you could provide.

For example: “The feedback from the surveys has been very helpful. I will use your feedback to make some immediate changes. I also realize I could make some additional changes if I have a better understanding of your needs. Following are some questions which will help me better understand the specific actions you need me to take. It is not necessary to answer every question. Answer the question only if it’s an area you feel I need to address in terms of our working together. I welcome anonymous responses left on my desk or in my mailbox. If you wish, you may also sign your responses, but please know it is not required.

- § What new or additional responsibilities would you like added to your current responsibilities?
- § What department decisions would you like to have more input on before they are made?
- § What additional information could I provide you to help you do your job better?
- § On what decisions or issues do you believe I need to be more “flexible” or open minded?
- § What changes could I make to work more cooperatively with you and others?

Caution: Do not use this strategy unless you are able and willing to make changes based on what people tell you. Do not use this strategy just to learn who gave you the lowest scores.

About the Developer of the SEIP

About the developer of this instrument:

Dr. Laura Belsten is the Founder of the Institute for Social + Emotional Intelligence, and an executive coach in private practice specializing in communication, leadership, management and emotional intelligence in the workplace.

She works with executives and leaders worldwide, helping them hone their communication and influencing skills, stress management and resiliency, conflict management skills and more. She has coached hundreds of executives in organizations ranging from Fortune 500 companies to federal, state and local government organizations, colleges and universities, research institutions and non-profits.

She also offers training programs on social and emotional intelligence and for individuals wishing to develop their communication and leadership skills.

Dr. Belsten has been on the faculty of the University of Denver since 1990, teaching graduate courses in communication, conflict management, leadership, and emotional intelligence, and has completed post-doctoral work through three national coaching training programs. She holds the highest certification possible through the International Coach Federation, the MCC or Master Certified Coach. She has held senior executive and leadership positions throughout her 25-year professional career, and has operated her own highly successful coaching and leadership development business since 1997.

She has published numerous articles on emotional intelligence, and is certified in three other emotional intelligence assessment instruments.

This instrument is only available through Certified Social + Emotional Intelligence Coaches.

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