



TALENTx7[®] Assessment

Professional Coach's Report

Ima Sample

2019-08-19

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Introduction

All employees have talent. The type of talent and amount of talent simply varies among individuals. The TALENTx7[®] Assessment measures seven specific areas of talent. These areas of talent relate to a concept referred to as "learning agility." Learning agility is the ability and willingness to learn quickly, and then apply those lessons to perform well in new and challenging leadership situations. Everyone has a certain amount of learning agility. Moreover, if we are willing, we can develop more of it.

Research has found that individuals who have higher levels of learning agility tend to be more successful in managerial and executive positions than those who possess lower levels. It does not suggest that those employees who are low in learning agility do not have talent, do not perform their jobs well, or will not have successful careers. Indeed, many jobs are performed more effectively by individuals who possess low-to-average levels of learning agility (e.g., quality control specialists, scientists, accountants, engineers, and so on). Such "high professional" positions require deep technical expertise, precision, and a consistent methodology to perform well.

The TALENTx7[®] Assessment assesses the following seven facets of learning agility:

1. **Interpersonal Acumen**

The extent to which individuals interact effectively with a diversity of people, understand others' unique motives, values, and goals as well as their strengths and limitations, instill confidence in them, and leverage them to perform successfully on their jobs.

2. **Cognitive Perspective**

The degree to which individuals think critically and strategically to solve complex problems, embrace difficult, multifaceted organizational issues, approach situations from a broad high-level perspective, and focus on multiple inputs rather than from only one or two functional/technical perspectives.

3. **Environmental Mindfulness**

The level to which individuals are fully observant of their external surroundings, attentive to their changing job duties and requirements in new organizational roles, approach environmental changes in a nonjudgmental manner, and regulate their emotions effectively.

4. **Drive to Excel**

The extent to which individuals are motivated by difficult assignments, set challenging personal and organizational goals, are resourceful, and can be counted on to deliver results in new and untested situations.

5. **Self-Insight**

The degree to which individuals accurately understand themselves, their capabilities, weaknesses, beliefs, values, feelings, and personal goals as it relates to the workplace.

6. **Change Alacrity**

The level to which individuals are curious and eager to learn new ideas and ways of behaving, open-minded to new situations, relish change, and continuously seek innovative (and at times risky) approaches to perform their jobs.

7. **Feedback Responsiveness**

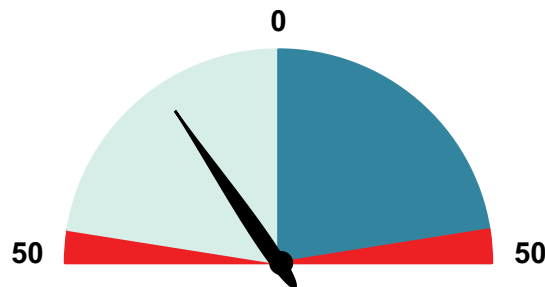
The extent to which individuals solicit, listen to, and accept personal feedback from others, carefully consider its merits, and subsequently take corrective action for performance improvement.

How to Read and Interpret Report

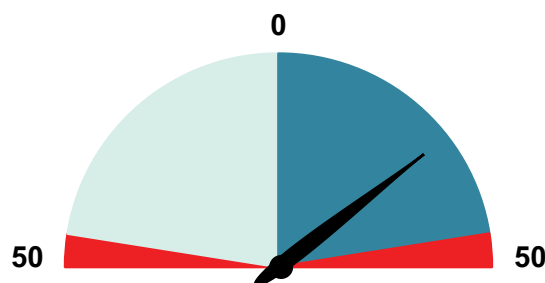
Percentile Scores and the Scale Midpoint

To understand the scores on the TALENTx7[®] Assessment more easily, they have been converted into percentiles. Percentiles convey a learner's scores relative to others. For example, a percentile score of 20 signifies the learner is higher than 20 percent of all the other individuals who have taken the assessment. Whereas, a percentile score of 40 signifies that one is higher than 40 percent of all other individuals who have taken the assessment.

The statistical mean or midpoint of the scale used on the TALENTx7[®] Assessment is designated as zero (0). Therefore, one-half of the scores are to the left of zero and one-half on the right. Scores on the left reflect primarily a "technical or functional orientation." If the learner's scores on the various facets of learning agility are left of zero, it suggests that he or she is conscientious, structured, precise, detail-oriented, and possesses deep technical or functional expertise. Those behavioral characteristics are highly desirable for positions such as engineer, accountant, scientist, quality control, and manufacturing.



In contrast, if the scores are situated to the right of zero (0), the learner likely is observant of his or her environment, willingly takes risks, frequently multi-tasks, is tolerant of ambiguity, and generally embraces organizational changes. Those behaviors are associated with "leading others." Depending upon where the learner is in his or her career, the percentile scores may be lower or higher. If the learner is just beginning his or her career in leadership, one might expect scores to be slightly to the left or right of zero. In contrast, if the learner has been an executive for many years, one might expect the scores to be to the right to a larger degree (i.e., beyond 20). Scores also can be influenced by the structure, culture, and managerial philosophy of the organization where an individual works and leads.



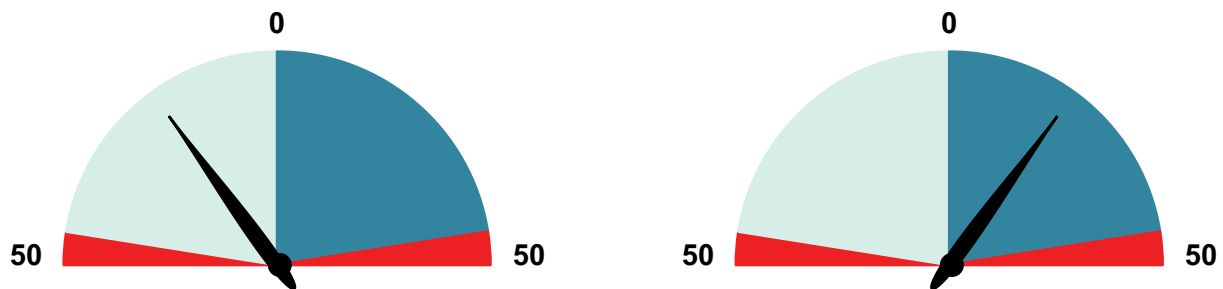
How to Read and Interpret Report

Scores in the Red Band

Note that scores can be in the "red band" of the graph – either on the left side or on the right (i.e., situated in the 45-50 percentile ranges). When scores are in the red, it suggests the learner possesses potential for career derailers or overuse behaviors. Individuals who are in the red on the left of zero might be too rigid in their behaviors, steadfast in their views, or get bogged down with details. Individuals who are in the red on the right of zero actually might be too learning agile, creating problems for members of their teams and/or organization by driving too much change too quickly, taking too many risks, or pushing themselves and others to take on assignments before adequate analysis and discussion.

Transitioning to a Career in Leadership

Scores between 20 (to the left of 0) and 20 (to the right of 0) suggest the learner has a moderate level of learning agility. It is likely that the individual was educated and trained in a technical or functional specialty. In many ways, he or she continues to enjoy and value performing in this area. It is familiar, predictable, comfortable, and secure. The individual performs exceedingly well in this role. Nevertheless, if the learner desires to expand his or her horizons and plans to transition to more of a leadership role, behavioral changes are required. Essentially, this transition involves moving from a "technical or functional expert" to a "managerial or leadership role."



If the learner's Overall Learning Agility Scores is between the 20s on the TALENTx7® Assessment, it indicates that this learner has the learning agility to make this transition. Carefully examine the scores on the seven facets to guide you on where to have the learner focus on altering his or her behaviors. Discuss whether the learner goals are more aligned with a technical expert or a leadership career path. Help him or her recognize that behavioral changes will need to be made for a position in leadership. Emphasize that it won't be easy; there will be struggles and missteps. However, they can make the transition if they are motivated, disciplined, and committed to doing it.

Accuracy Scales

With any form of "self" assessment, it is advantageous to incorporate a methodology to ensure respondents answer questions honestly and accurately. In particular with regard to learning agility, most individuals who complete the assessment realize the importance of doing well. They understand their scores likely will have an impact on their designation as a high potential, placement in an emerging leaders class, or hired for a leadership position. In general, personality inventories and other types of self-assessments have scales specifically designed to report whether one can place confidence in the accuracy of the scores (e.g., the California Psychological Inventory™).

The TALENTx7® Assessment employs four scales to evaluate the accuracy of responses.

• Response Orientation Scale

This scale measures the extent to which respondents attempt to present themselves in an overly positive manner (i.e., an orientation high in social desirability). Such an attempt to "fake good" may be purposeful or due to the individual possessing a very bold, forceful personality. Likewise, the scale identifies when individuals respond in an unassuming, overly modest manner that tends to diminish their strengths (i.e., an orientation low in social desirability).

Whether a respondent scores high (or low) on the Response Orientation Scale, there is a good probability this individual has scored high (or low) on the other learning agility scales as well. Consequently, the TALENTx7® Assessment adjusts for this systematic distortion for each respondent's scores accordingly. Such an approach is a common methodology for addressing the social desirability aspect of self-assessments. It should be noted that scores are displayed in reverse order on the Response Orientation Scale presented on page 7 in order to be consistent with the other Accuracy Scales. Therefore, the higher the score the lower an individual's social desirability.

• Response consistency Scale

This scale identifies the degree of item consistency among assessment responses. Several "item pairs" are included in which one item is worded negatively and the other worded positively. In addition, some "item pairs" describe similar personal characteristics. This design enables the assessment to ascertain the consistency in responses made by an individual.

If an individual responds to the designated item pairs inconsistently, there is a high probability the individual likewise responded to the other assessment items in a similar fashion. For example, an individual might have been distracted by a telephone call, have been watching television while completing the assessment, or simply not fully read the survey items. On the other hand, perhaps, the individual had tried to deliberately distort his or her answers. Whatever the reason, unless there is an acceptable level of consistency, the assessment scores may not be a valid indicator of the individual's learning agility.

Accuracy Scales

- **Learning Agility Symmetry Scale**

Research indicates that learning agile individuals tend to possess an identifiable work style and demonstrate specific behaviors. In addition, such individuals usually do not perform other behaviors. For example, individuals who are learning agile typically are strategic thinkers, focus on the big picture when analyzing issues, often take calculated risks when making decisions, and frequently "color outside the lines." In contrast, individuals who are less learning agile tend to be highly structured thinkers, detail-oriented, conventional, and follow the rules by "coloring inside the lines." Such low learning agile behaviors are viewed positively by many individuals. Therefore, respondents who desire to look more favorable (and more learning agile) than they really are likely will agree with those assessment items. The TALENTx7[®] Assessment includes a unique set of items designed to measure these two types of behavior. If an individual is responding honestly and consistently, we would expect the individual to endorse one type of behavior and not the other type. The Learning Agility Symmetry Scale reports the degree of consistency for endorsing one type of learning agility behaviors.

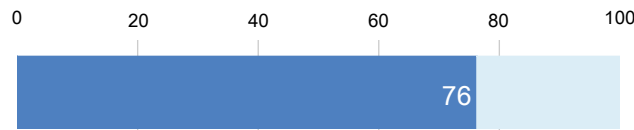
- **Word Pair Alignment Scale**

The TALENTx7[®] Assessment includes a separate section of word pairs, displaying various behaviors, approaches, or preferences. Each word in the pair was carefully chosen to be equally attractive. However, one word in each pair is descriptive of a learning agile individual (e.g., decisive, impatient, spontaneous, flexible). The other word in the pair is more descriptive of a low learning agile individual (e.g., systematic, patient, planful, consistent). The percentage of words selected that have been identified as learning agile is compared directly with the respondent's overall score. Individuals who score as highly learning agile should have selected correspondingly a high percentage of learning agile words and vice versa. The Word Pair Alignment Scale measures this degree of relationship or alignment.

Accuracy Scales

Response Orientation

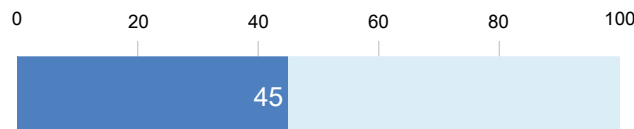
Purposefully presents self in a bold, forceful manner. Minnimize weaknesses and exaggerates strengths.



Deliberately presents self in an unassuming, modest, and overly humble way. Openly admits personal mistakes and limitations.

Response Consistency

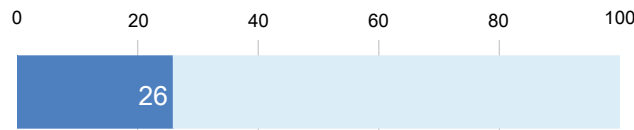
Responded to similar items on assessment inconsistently, suggesting a lack of attention, illogical behavior, or attempting to manipulate score



Responded to similar items consistently and conscientiously, which suggests carefulness, comprehension, and candor.

Learning Agility Symmetry

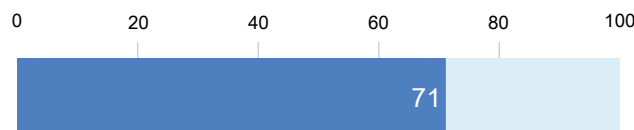
Little consistency for endorsing one type of learning agility behaviors.



Much consistency for endorsing one type of learning agility behaviors.

Word Pair Alignment

Very little alignment between overall score and percentage of appropriate words selected.



High degree of alignment between overall score and percentage of appropriate words selected.

Overall Accuracy Index



Based on these four "Accuracy Scales," an overall score is computed to indicate the degree of confidence that one can place in the accuracy of the assessment results. The Overall Accuracy Index is patterned after the 5-Star rating system. In this case, the more stars that are filled in, the more confidence we have in the accuracy of the learner's scores.

When 4 or 5 stars are filled in, it denotes the learner's learning agility scores are consistent and aligned as expected. Thus, the scores are accurate and one is able to confidently use the assessment's results. A 4- or 5-star outcome occurs in about 80-85% of the cases.

When 2-3 stars are filled in, it denotes some caution should be used when interpreting the individual's scores. Although the scores generally appear to be accurate, it is recommended that one should obtain corroborating evidence to support the scores. This evidence can be collected during the feedback and coaching session by asking the learner to review his or her background, job likes and dislikes, and career goals. A 2- or 3-star outcome occurs in about 10-15% of the cases.

If 1 star is filled in, it suggests that the learner's scores from this assessment should be discarded. There are several problems identified by the accuracy scales that reveal the manner in which the individual completed the assessment makes interpretation inappropriate. (This outcomes occurs in less than 5% of the cases.) When it occurs, it is advised that the learner should be asked to retake the assessment. Specific instructions should be given to the individual to increase the likelihood of obtaining useable results during the next administration (e.g., read each of the items carefully, take the assessment in a quiet setting, avoid multi-tasking, complete it in one sitting). In the rare instance when a 1-star outcome occurs again after the second administration, it is recommended that a different approach should be utilized to measure the individual's learning agility (e.g., a 360-degree assessment, structured interview).

Providing Feedback and Coaching

When interpreting the individual's learning agility results, it is critical to understand the learner's relative strengths and weaknesses **within the context of that individual's current job and future career goals.** Realize that behavioral characteristics of learning agility to the right of zero (0) such as flexibility, curiosity, risk taking, and political savvy are highly desirable for positions of leadership. Likewise, behavioral characteristics associated with scores to the left of zero (0) such as detail orientation, deep technical expertise, conscientiousness, and precision are highly desirable for other positions that are technical in nature (e.g., engineers, accountants, scientists). For other organizational roles, a balanced profile might be most appropriate.

When giving feedback, ask the learner what is his or her current role? What does the individual like and dislike about the job? What are their career aspirations? Understand where the learner is now and where he or she desires to be in the future. Within this context, it is helpful to view the overall pattern of scores. In what area(s) or facet(s) is he or she the highest? Where is the learner the lowest? Do these results align where the individual is now and the position (and career) he or she desires to pursue?

Does the feedback surprise the learner? Why? For what facets of learning agility? Is the learner self-aware? Check both his or her reactions to the assessment's results as well as the Self-Insight score. Identify those one or two facets that appear most fruitful to focus on and develop. What must the learner do to improve in these areas? Remember: Learning agility essentially is the ability and willingness to learn. One's learning agility scores represent a learned set of behaviors. The individual can change these behaviors if he or she is motivated, disciplined, and committed to do so.

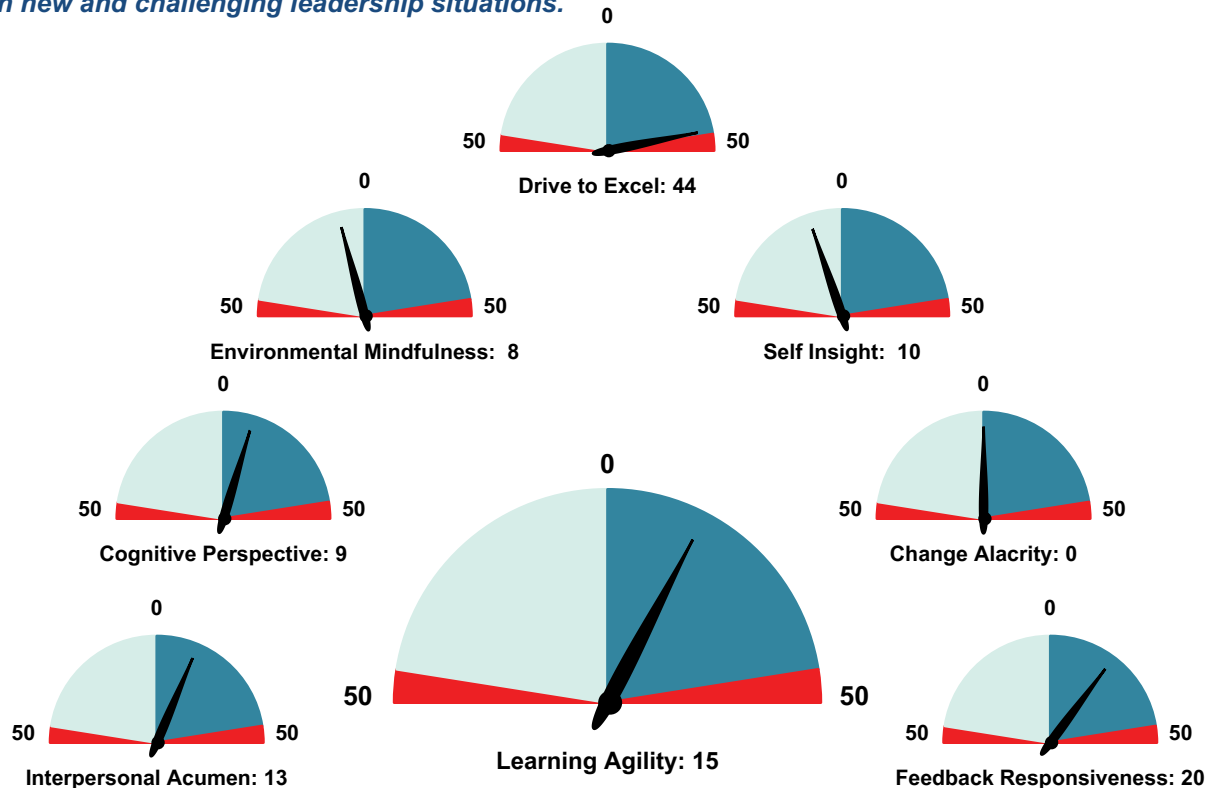
The remainder of the report includes the following three sections:

- **Learner's Overall Learning Agility Profile.** This section presents the Overall Learning Agility score as well as scores on each of the seven facets of learning agility measured by the TALENTx7[®] Assessment. In addition, a descriptive summary of the behaviors exhibited by individuals with similar learning agility scores is given. One of 35 different summaries is illustrated depending upon the percentile range of each of the seven facet scores: (a) 50-45, (b) 44-21, (c) 20-20, (d) 21-44, and (e) 45-50.
- **Learner's Learning Agility Facet Scores.** This section provides the "Behavior Tendencies" and "Potential Derailers and Overuse Behaviors" for each of the seven facets. The tendencies or derailers corresponding to the score for each of the specific learning agility facets are identified. As the learner reads through the behavioral tendencies or potential derailers, request that he or she check the small circle directly to the left for those that resonate most. Naturally, individuals will want to increase the number of positive behaviors and decrease the number of overuse behaviors and derailers.
- **Developmental Plan.** Rather than focus on all seven factors, we recommend that learners address only the one or two learning agility facets that are the most troublesome for them. The last page of their Individual Feedback Report gives them an opportunity to identify specific, concrete behaviors they agree to develop to enhance their leadership and job effectiveness.

The remaining portions of the Professional Coach's Report duplicate the Individual Feedback Report. The contents on the previous pages of this report are provided only to you as a coach.

Your Overall Learning Agility Profile

Learning Agility is the ability and willingness to learn quickly, and then apply those lessons to perform well in new and challenging leadership situations.



The following statements tend to describe people with similar Learning Agility scores:

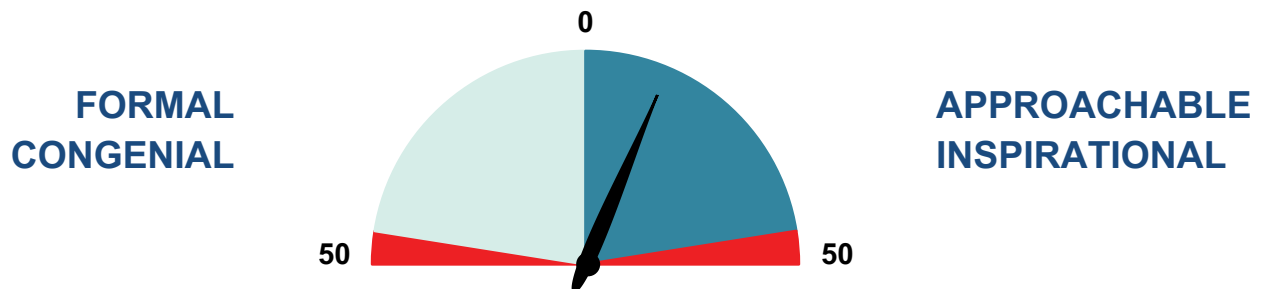
The assessment reveals that you are a dedicated, diligent employee who is passionate about your job. You generally are a congenial, approachable individual. You value all people, and strive to understand and work with everyone effectively. If possible, you will avoid interpersonal conflict. You probably are organizationally naïve and lack political savvy. Most certainly, you are not a self-promoter and networker. You desire to be seen as an expert by your colleagues. Although you are somewhat comfortable with ambiguity and complexity, you prefer to work in an environment where there is some consistency, order, and predictability. You tend to concentrate on your own job and relevant areas until changes in the external environment become noticeable. You are resourceful, resilient, and a risk taker. You relish tough and challenging assignments, and can be counted on to get things done on time, within budget, and at an acceptable level of quality. On a broad level, you are aware of your overall strengths and weaknesses. In some ways, you like to experience new challenges and perform new roles, but in general change is not easy. When facing a significant change, you will accommodate to the change but prefer to not lead it. You will ask peers for feedback occasionally, but depend largely upon your intuition or the annual formal performance review with your boss for suggestions on how to improve.

Interpersonal Acumen

Interpersonal Acumen denotes the extent to which you interact effectively with a diversity of people, understand others' unique motives, values, and goals as well as their strengths and limitations, instill confidence in them, and leverage them to perform successfully on their jobs.

Your Score

13



The following statements tend to describe people with similar scores on the Interpersonal Acumen facet:

Behavioral Tendencies

- Tend to treat everyone the same regardless of the situation or their individual work preferences
- Strongly prefer to work and interact with other individuals who have similar backgrounds, values, and goals
- Strongly prefer to avoid conflict with others
- Prefer to work alone and be held accountable for individual contributions rather than work as a team
- Seldom have time to meet others outside of work because of the demands of the job
- Prefer to work with others in an environment where rules of interaction, roles, and responsibilities are clearly defined
- Strive to be respected by colleagues and other professionals in your field of technical expertise
- Tend to ignore others' needs for project completion or sense of urgency

Potential Derailers and Overuse Behaviors

- Generally uncomfortable in social settings and can come across as overly formal or rigid
- Have difficulty dealing with interpersonal conflicts – conflict averse
- Steadfastly view everyone should be treated the same regardless of individual circumstances
- May be viewed as following your own principles to a fault
- Tendency to be overly modest and unassuming – which can minimize your ability to influence and market yourself to senior leaders

Behavioral Tendencies

- Approachable, friendly, and receptive of most individuals – regardless of gender, race, age, etc.
- Adjust your approach to managing others depending upon their strengths, limitations, values, motives, goals, etc.
- Understand and capitalize on the unique needs and preferences of others when delegating tasks
- Embrace workplace diversity, viewing others who are different as an opportunity to learn and increase understanding
- Address interpersonal conflict when it occurs (rather than waiting until you have time or it escalates to a major problem)
- Inspire others in your organization to perform at a high level – often viewed as a role model in your organization
- Able to navigate politically sensitive issues through the organization
- Deliver negative feedback to others in a constructive manner

Potential Derailers and Overuse Behaviors

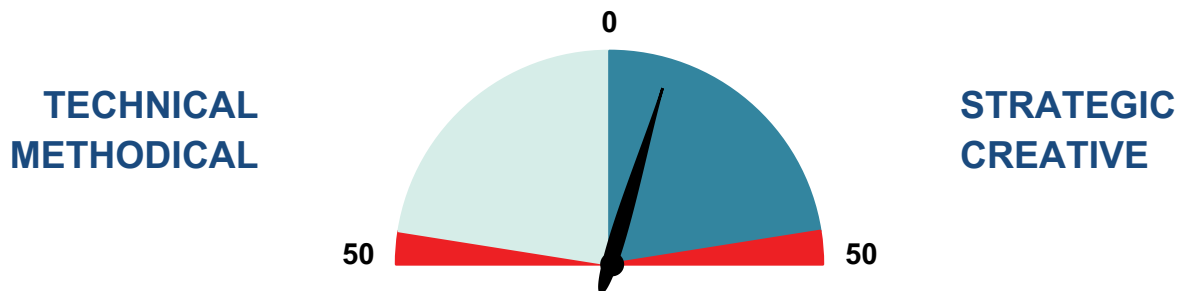
- May be perceived as being overly ambitious and/or too politically motivated
- May overemphasize the importance of consensus, leading others to view you as unforceful or lacking a strong point of view
- May be perceived as inauthentic or manipulative, causing others to not trust you
- Can get too close with others that it interferes in how you manage them
- Strong desire to be liked can interfere with your ability to hold others accountable

Cognitive Perspective

The degree to which individuals think critically and strategically to solve complex problems, embrace difficult, multifaceted organizational issues, approach situations from a broad high-level perspective, and focus on multiple inputs rather than from only one or two functional/technical perspectives.

Your Score

9



The following statements tend to describe people with similar scores on the Cognitive Perspective facet:

Behavioral Tendencies

- Highly value proven approaches and well-established solutions
- Tend to view world concretely and see situations primarily from an apolitical, surface orientation
- Enjoy a work environment where there is consistency, order, predictability, and stability
- Dig very deeply into problems to ensure complete understanding before responding or making a recommendation
- Prefer searching for the one best answer based on current information and previous experience
- Perform best when tasks are clearly defined and repetitive
- Depend on familiar, often used approaches when making decisions
- Process information in an orderly, systematic, and linear fashion

Potential Derailers and Overuse Behaviors

- Generally uncomfortable when things are uncertain or ambiguous
- Experience difficulty changing your thinking and/or approach when situations change
- Excessively proud of the technical expertise you possess in a given area
- Hesitant to move forward until all systems are checked and good to go
- Can get bogged down in the details, impeding your progress when trying to make decisions

Behavioral Tendencies

- Very comfortable with uncertainty, complexity, and ambiguity
- Natural tendency to examine problems and situations from a high level (rather than getting bogged down in the minutiae)
- Use multiple sources and people to learn from
- Tend to always think critically and strategically when faced with organizational problems
- Think creatively and tend to see patterns and connect dots that others often do not when solving problems
- Process information and ideas very quickly to glean what is the essence of the underlying issues
- Always consider alternative approaches before making a decision
- Seek to fully understand the root cause(s) of a problem before arriving at an answer

Potential Derailers and Overuse Behaviors

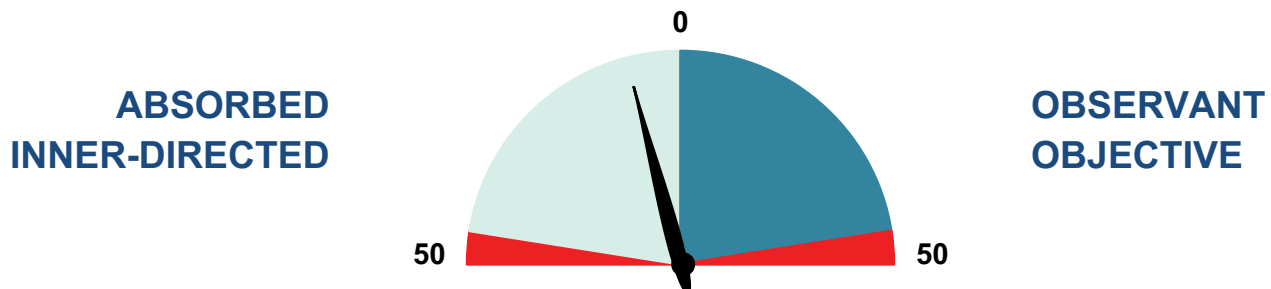
- Often jump to conclusions before examining all the facts
- At times, tend to complicate situations by searching for creative answers rather than depending on proven solutions
- Quickly become impatient with due process and organizational policies that may delay implementation
- Sometimes process ideas too quickly that others cannot keep up or become confused
- Often miss project or task details which can end up being important later on

Environmental Mindfulness

Environmental Mindfulness denotes the level to which you are fully observant of your external surroundings, attentive to their changing job duties and requirements in new organizational roles, approach environmental changes in a nonjudgmental manner, and regulate their emotions effectively.

Your Score

8



The following statements tend to describe people with similar scores on the Environmental Mindfulness facet:

Behavioral Tendencies

- Tend to work at your own pace regardless of the situation
- May become so absorbed in your work that you are oblivious to your surroundings
- Days often go by without being fully cognizant of what had occurred at work
- Tend to make up your mind before hearing all the facts about a situation
- Often surprised by how others react to your suggestions and requests
- Tend to listen to others with one ear, while doing something else at the same time
- Seldom contact colleagues proactively to find out how their day is going
- Consider your responsibility primarily is to fulfill your own job rather than be attentive to the larger team

Potential Derailers and Overuse Behaviors

- Easily become flustered when individuals fail to live up to your expectations
- Insensitive to changes in the work environment and shifting job demands
- May appear to be self-centered, stubborn, and set in your ways
- Often confused as to why others behave the way they do
- Unable to fully understand and utilize others (and your staff) effectively

Behavioral Tendencies

- Continually are aware of the demands of your job and what is expected of you (and your team)
- Observant of daily changes in your work environment
- Approach all work situations with an objective, open-minded attitude
- Purposefully practice attentive and active listening
- Can observe your thoughts and feelings from a distance, without judging them as good or bad
- When facing a crisis or problem, tend to pause before reacting immediately
- Vigilant of how your work role is evolving continuously to meet the needs of the changing organization
- Keenly aware when others around you are having a good or bad day at work

Potential Derailers and Overuse Behaviors

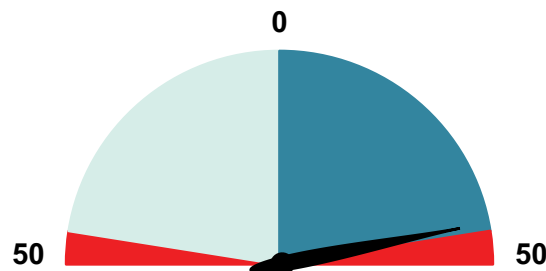
- May be too sensitive to environmental changes and become indecisive or overly changeable
- Tend to dwell on the many problems, failures, and regrets of your past
- Become overwhelmed with the numerous work demands and job changes in the future
- Fail to communicate properly, assuming others are as attuned to environmental conditions as you are
- Perceived as a chameleon, frequently changing your views depending upon the situation at hand

Drive to Excel

Drive to Excel denotes the extent to which you are motivated by difficult assignments, set challenging personal and organizational goals, are resourceful, and can be counted on to deliver results in new and untested situations.

Your Score

44



**GOAL-ORIENTED
RESOURCEFUL**

The following statements tend to describe people with similar scores on the Drive to Excel facet:

Behavioral Tendencies

- Tend to work at a steady, dependable pace when performing your job
- Possess a thoughtful, conscientious, and highly reliable work style
- Strive to perform job tasks in a consistent manner and to a high standard
- Pride yourself for being a conscientious, careful, and diligent employee
- Prefer to complete one task before moving onto the next one
- Strongly prefer to get things done correctly the first time
- Prefer to thoroughly examine all the components of the project to be accomplished before beginning it
- Proud of your patient and thorough work style

Potential Derailers and Overuse Behaviors

- Become flustered when things don't go your way
- May experience difficulty multi-tasking
- Tend to expend same steady effort despite changing job demands
- Typically wait for others to take the lead on new work assignments or initiating change
- May react defensively when others pressure you to work faster than you deem appropriate

Behavioral Tendencies

- Possess the ability to accomplish your goals despite many other commitments
- Can be counted on to get things done on time, within budget, and at a high quality – no matter how difficult they are
- Highly motivated when given an assignment or task that you had never performed previously
- Relish tough and challenging work assignments
- Enjoy multi-tasking and the opportunity to work on many projects simultaneously
- Possess a very high degree of perseverance – seldom give up regardless of the situation
- Very resourceful in your ability to secure organizational funding, staffing, and support as needed
- Extremely resilient when experiencing setbacks or dead ends

Potential Derailers and Overuse Behaviors

- Tend to overcommit, taking on projects for the team that often exceed its capabilities or time availability
- Excessively focused on completing tasks and getting things done on time (often, at the expense of others)
- Push yourself and others to take on assignments before adequate analysis and discussion
- Stubbornly continue work efforts despite overwhelming odds or evidence to the contrary
- Possess an intense, hard-driving work ethic that can intimidate others and create a stressful work environment

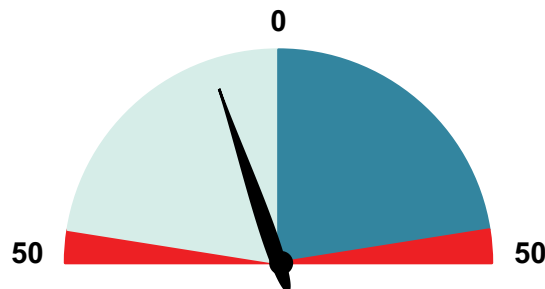
Self Insight

Self-Insight denotes the degree to which you accurately understand yourself, your capabilities, weaknesses, beliefs, values, feelings, and personal goals as it relates to the workplace.

Your Score

10

**ASSUME
MISINTERPRET**



**SELF-AWARE
REFLECTIVE**

The following statements tend to describe people with similar scores on the Self Insight facet:

Behavioral Tendencies

- Tend to misjudge how others react to you at times
- Misperceive your performance level – view it either too low or too high
- Rarely have time to carefully analyze your behaviors and contemplate how to improve them
- Believe that others seldom understand you or what motivates your behavior
- Perceive that most people in your organization don't really know what you do on your job or are aware of your performance level
- Don't care much of what others think of you
- At times, very surprised at how others respond to things
- Highly value people who simply accept others the way they are

Potential Derailers and Overuse Behaviors

- Don't fully understand all of your job skills and capabilities
- Fail to fully understand your weaknesses and limitations on the job
- Tend to rationalize past mistakes and performance problems
- Generally unaware of the impact that your behavior has on others
- Attribute most of your mistakes have been due to bad luck or unusual circumstances – lack of accountability

Behavioral Tendencies

- Clearly understand your personal strengths, limitations, and blind spots
- Clearly understand your personal beliefs, values, feelings, motives, and goals
- Can easily explain the reasoning and thought processes behind your behaviors and decisions
- Readily take personal responsibility when your performance doesn't meet expectations
- Deliberately take the time needed to analyze why you succeeded or failed on an assignment
- Possess an accurate assessment of your own performance level
- Attempt to understand the root cause(s) of your behaviors and feelings
- Keenly sensitive to those times when you need to get away from your job and take a break

Potential Derailers and Overuse Behaviors

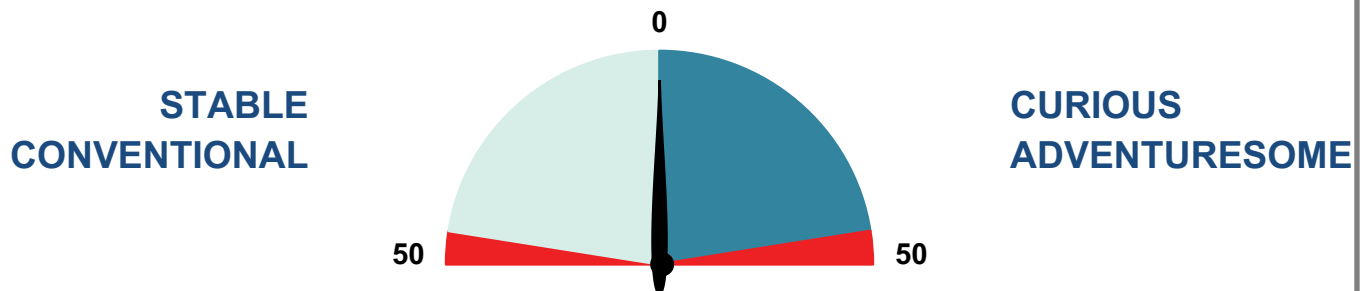
- Tend to be too self-critical
- Spend too much time second-guessing your motives and actions
- Can be perceived as being indecisive, flippant, or superficial
- May not move beyond reflection to action and improvement
- Often analyze issues in such detail that you are unreceptive to the additional input from others

Change Alacrity

Change Alacrity denotes the level to which you are curious and eager to learn new ideas and ways of behaving, open-minded to new situations, relish change, and continuously seek innovative (and at times risky) approaches to perform your job.

Your Score

0



The following statements tend to describe people with similar scores on the Change Alacrity facet:

Behavioral Tendencies

- Tend to be deliberate, planful, highly structured, analytical, systematic, and process-oriented
- Have a strong tendency to rely on established ways of thinking and doing things
- View quality as always the #1 objective
- Have perfectionist tendencies
- Prefer others to initiate change efforts
- Tend to experience difficulty adapting to new bosses, work roles, and organizational policies and procedures
- Passionate about the work you perform in your discipline
- Willingly practice over and over again to be the best technical expert on your team

Potential Derailers and Overuse Behaviors

- Tend to collect too much data and/or over-analyze it before initiating change
- Can be unduly skeptical of unproven ideas and approaches, tending to cling to old solutions when faced with new problems
- Strong tendency to remain in comfort zone – risk averse
- Overvalue stability, consistency, and predictability
- Strongly value organizational traditions and history, which can impede supporting the need for change

Behavioral Tendencies

- Tend to be enterprising, adventuresome, and enjoy experimenting with new ideas
- Demonstrate the willingness to continually learn, change, and evolve as an employee
- Enjoy confronting and solving first-time problems
- Readily take calculated risks to make things happen
- Continually receptive to innovative approaches and new ways of doing things
- Relish taking a leadership role when implementing organizational change efforts
- Become quickly bored with status quo, routines, and repetitive activities
- Encourage others to consider trying new ways of thinking and performing their jobs

Potential Derailers and Overuse Behaviors

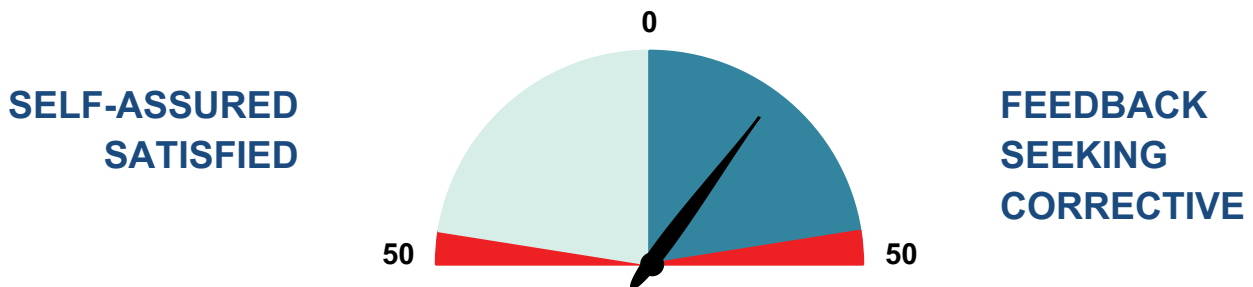
- Tend to undervalue need for detailed analysis, orderly problem solving, and careful implementation
- Tend to undervalue established processes, procedures, and routines
- May push through changes for the sake of change (due to boredom and restlessness)
- Tendency to take unnecessary risks or downplay risks when considering the implementation of organizational change
- Tendency to get infatuated with novel approaches or potential breakthrough ideas that have little merit

Feedback Responsiveness

Feedback Responsiveness denotes the extent to which you solicit, listen to, and accept personal feedback from others, carefully consider its merits, and subsequently take corrective action for performance improvement.

Your Score

20



The following statements tend to describe people with similar scores on the Feedback Responsiveness facet:

Behavioral Tendencies

- Seldom have time to ask others for their feedback on your behavior or performance
- Often surprised by others' feedback with regard to your behaviors or performance
- Perceive others don't understand your situation sufficiently to provide constructive feedback
- Often get upset when receiving negative feedback (although you try to not let it show)
- Tend to dismiss what others think or say about you
- Believe that you are the best judge of the effectiveness of your behavior
- Tend to remember who criticized or complimented you for a long time
- Seldom seek feedback from others, except from your boss during the formal performance review

Potential Derailers and Overuse Behaviors

- Tend to be a very poor listener
- Believe that you do not need to change since you are consistently one of the top performers in the organization
- Rarely ask others for feedback regarding your interactions with them
- Tend to be defensive or appear arrogant when receiving negative feedback
- Generally reject feedback that you don't agree with

Behavioral Tendencies

- Actively seek feedback from others on a regular basis
- Consciously try to take the other individual's perspective when receiving the feedback
- Have learned much about yourself from the feedback of others
- Regularly commit to taking actions to correct behavioral problems others have identified
- Take pride in continuously improving and growing as a leader
- Appreciate that others have taken the time and risk to provide their input on your performance
- Readily acknowledge it when you have made a mistake
- Repeatedly, have improved your performance based on feedback others have shared with you

Potential Derailers and Overuse Behaviors

- May be too dependent upon waiting for others' feedback
- Ongoing efforts to obtain feedback interfere with performing your job
- May be trying too hard attempting to please others
- Often focus too much attention on what others think and say about you
- Feel overwhelmed trying to be sensitive to everyone's needs and preferences

Development Plan

Based on the feedback and coaching that I received today, I commit to carefully evaluate this input and do the following within the next three months.

• I will increase the following behaviors to enhance my leadership effectiveness:

- 1.
- 2.
- 3.
- 4.

• I will decrease or stop performing the following behaviors to enhance my leadership effectiveness:

- 1.
- 2.
- 3.
- 4.

Name: _____

Date: _____