

The Leadership Circle®

Profile
Interpretation
Manual

Manager Edition

Table of Contents

Introduction.....	5
Understanding Your Graphic Profile.....	6
Dimension Definitions.....	6
Interactions Within Your Profile.....	8
The Relating Dimension.....	11
Caring.....	13
Mentoring.....	14
Teamwork.....	16
Interpersonal.....	17
The Being Dimension.....	21
Balance.....	24
Composure.....	25
Integrity.....	27
Courage.....	28
The Achieving Dimension.....	31
Vision.....	33
Strategy.....	34
Results.....	35
Decisions.....	37
The Controlling Dimension.....	39
Perfectionist.....	41
Ambitious.....	42
Autocratic.....	43

The Protecting Dimension.....	47
Arrogant.....	49
Critical.....	50
Distant.....	51
 The Complying Dimension.....	 53
Passive.....	55
Belonging.....	56
Pleasing.....	57
 Reactive-Creative Scale.....	 61
 Relationship-Task Balance.....	 62
 Leadership Potential Utilization.....	 63
 Leadership Effectiveness.....	 64
 Action Planning Guide.....	 65
 References.....	 80

Introduction to The Leadership Circle Profile

Congratulations! You are participating in the most comprehensive leadership assessment system available. The *Leadership Circle Profile–Manager Edition* is unique for two reasons. First, we all know that great leadership is a complex mix of competency and inner states of being. This is the first competency tool to measure both the inner and outer aspects of leadership. Second, your report is much more than just a list of behavioral competencies. It is organized into a very powerful system for understanding human behavior and development, as well as for making sense of the interrelationships between the many dimensions of your self that are being evaluated.

All your results are profiled in one large circular graph. This is to symbolize wholeness— your wholeness. We start with the assumption that you are a marvelously complex and beautifully integrated whole person. This *Profile* tries to do justice to that.

The *Profile* is arranged in a circle for another reason. It quickly shows how all of the dimensions integrate with each other. The interactions between dimensions are represented by their placement in the circle. These interactions will be referenced again and again throughout the report.

Layers of Analysis

This report has two layers of analysis:

- Leadership Competencies
- Internal Assumptions

Each layer has a great deal of information about your leadership and about your life.

The Leadership Circle Profile–Manager Edition measures twelve Leadership Competencies. These competencies have been well researched and shown to be the most critical behaviors and skill sets for leaders. You will be receiving feedback on how you assess yourself on these competencies and your scores will be compared with how other managers evaluate themselves on these same competencies.

The second layer of analysis measures internal assumptions. How we think, especially our habit of thought determines a great deal of our behavior. Behavioral habits, both effective and ineffective, are run by habits of thought. This *Profile* measures nine Internal Assumptions that limit effectiveness. It is our experience in working with hundreds of managers, that over-extended and underutilized competencies, can usually be traced to self-limiting assumptions. As with the competency feedback, your self-assessment will be compared with how other managers evaluate their own thinking.

Please remember as you read that no instrument can measure the truth about you. Some of it will seem accurate. Some of it will seem inaccurate. Your job is to wade in and come up with a few key awarenesses that will positively influence your future development. To that end, think of *The Leadership Circle Profile Manager Edition* as a radar screen for discovering the most significant strengths and weaknesses that need attention at this point in your life.

Understanding Your Graphic Profile–Manager

The Leadership Circle Profile–Manager Edition is presented in a comprehensive graph. The inner circle displays six dimensions. Each of these dimensions is a summary score for the dimensions in the outer circle. Understanding the circle is the key to integrating all the information contained in your leadership survey.

What do the numbers mean? All scales display a percentile score—that is, how you compare to a large group of other managers who have used this survey. Low scores are close to the center and higher scores radiate further out from the center.

How do I determine if a score is high or low? Scores above 66% are to be considered high, and scores below 33% are to be considered low. Any scores that fall between 33% to 66% suggest that you will need to do some reflection on which aspects of high descriptions apply to you and which aspects of low descriptions apply as well.

What do these dimensions measure? The definitions of the dimensions measured by your Profile are described below. A more extensive description will follow.

Dimension Definitions

THE CREATIVE LEADERSHIP COMPETENCIES measure key behaviors and internal assumptions that lead to high fulfillment, high achievement leadership.

The **Relating** Dimension measures your capability to relate to others in a way that brings out the best in people, groups and organizations. It is composed of:

- *Caring* measures your interest in and ability to form warm, caring relationships.
- *Mentoring* measures your ability to develop others through mentoring, maintain growth-enhancing relationships, and help people grow and develop personally and professionally.
- *Teamwork* measures your ability to foster high-performance teamwork among team members that report to you, across the organization, and within teams in which you participate.
- *Interpersonal* measures the interpersonal effectiveness with which you listen, engage in conflict and controversy, deal with the feelings of others, and manage your own feelings.

The **Being** Dimension measures your orientation to ongoing professional and personal development, as well as the degree to which inner self-awareness is expressed through high integrity leadership. It is composed of:

- *Balance* measures your ability, in the midst of the conflicting tensions of modern life, to keep a hearty balance between business and family, activity and reflection, work and leisure.
- *Composure* measures your ability, in the midst of conflict and high-tension situations, to remain composed and centered, and to maintain a calm, focused perspective.
- *Integrity* measures how well you adhere to the set of values and principles that you espouse; that is, how well you can be trusted to “walk your talk.”
- *Courage* measures your willingness to take tough stands, bring up the “un-discussibles” (risky issues the group avoids discussing), and openly deal with difficult relationship problems.

The **Achieving** Dimension measures the extent to which you offer visionary, authentic, and high achievement leadership. It is composed of:

- *Vision* measures the extent to which you clearly communicate and model commitment to personal purpose and vision.
- *Strategy* measures the extent to which you think strategically.
- *Results* measures the degree to which you are goal directed and have a track record of goal achievement and high performance.
- *Decisions* measures your ability to make decisions on time, and the extent to which you are comfortable moving forward in uncertainty.

THE REACTIVE LEADERSHIP STYLES reflect inner beliefs that limit effectiveness, authentic expression, and empowering leadership.

The **Controlling** Dimension measures the extent to which you establish a sense of personal worth through task accomplishment and personal achievement. It is composed of:

- *Perfectionist* is a measure of your need to attain flawless results and perform to extremely high standards in order to feel secure and worthwhile as a person.
- *Ambitious* measures the extent to which you need to get ahead, move up in the organization, and be better than others.
- *Autocratic* measures your tendency to be forceful, aggressive, and controlling.

The **Protecting** Dimension measures the belief that you can protect yourself and establish a sense of worth through withdrawal, remaining distant, hidden, aloof, cynical, superior, and/or rational. It is composed of:

- *Arrogant* measures your tendency to project a large ego--behavior that is experienced as superior, egotistical, and self-centered.
- *Critical* is a measure of your tendency to take a critical, questioning, and somewhat cynical attitude.
- *Distant* is a measure of your tendency to establish a sense of personal worth and security through withdrawal, being superior and remaining aloof, emotionally distant and above it all.

The **Complying** Dimension measures the extent to which you get a sense of self-worth and security by complying with the expectations of others rather than acting on what you intend and want. It is composed of:

- *Passive* measures the degree to which you give away your power to others and to circumstances outside your control.
- *Belonging* measures your need to conform, follow the rules, and meet the expectations of those in authority.
- *Pleasing* measures your need to seek others' support and approval in order to feel secure and worthwhile as a person.

SUMMARY MEASURES

The following dimensions are intended to bring everything together. They summarize all of the above into a few useful measures.

- **Reactive-Creative Scale** reflects the degree of balance between the creative dimensions and the reactive dimensions. The percentile score here gives you a sense of how you compare to other managers with respect to the amount of energy you put into reactive versus creative behavior. It suggests the degree to which your leadership, relationships, and goal oriented behaviors are coming out of a creative or reactive orientation. It also suggests the degree to which your self concept and inner motivation come from within or are determined by external expectations, rules, or conditions. Good balance results in high percentile scores.
- **Relationship-Task Balance** measures the degree of balance you show between the achievement competencies and the relationship competencies. It is a measure of the over, under, or balanced development of either half of the equation (the people half or the task half) that makes for great leadership. Good balance results in high percentile scores.
- **Leadership Potential Utilization** is a bottom line measurement. It looks at all of the dimensions measured above and compares that overall score to the scores of other managers who have taken this survey. It sorts through all the high and low scores in your Circle to assess how much of your leadership potential you are actualizing.
- **Leadership Effectiveness** measures your perceived level of overall effectiveness as a leader. It is a summary measure and is a way of answering the question, “So in the end, how am I doing?”

Interactions Within Your Profile

The circle is arranged to help you understand the interrelationships among all the dimensions. (These interactions are briefly described here and will be elaborated on in the more extensive dimension descriptions that follow.)

Dimensions that are opposite each other in the profile tend to be opposing behavioral patterns and internal assumptions. For example, **Complying** is opposite **Achieving**. **Complying** tends to reduce creativity and authenticity because the person is too concerned with having others like them. As a result, **Decisions** and many of the other qualities that result in **Achieving** are diminished. In other words, high **Complying** scores tend to produce lower **Achieving** scores.

This same “oppositeness” is built into the entire profile. High **Controlling** scores tend to produce lower **Relating** scores. High **Protecting** scores are correlated to lower scores in **Being**.

As you study the high and low patterns, you can immediately see how various dimensions are interacting.

In addition, the circle is laid out as a four-quadrant grid.

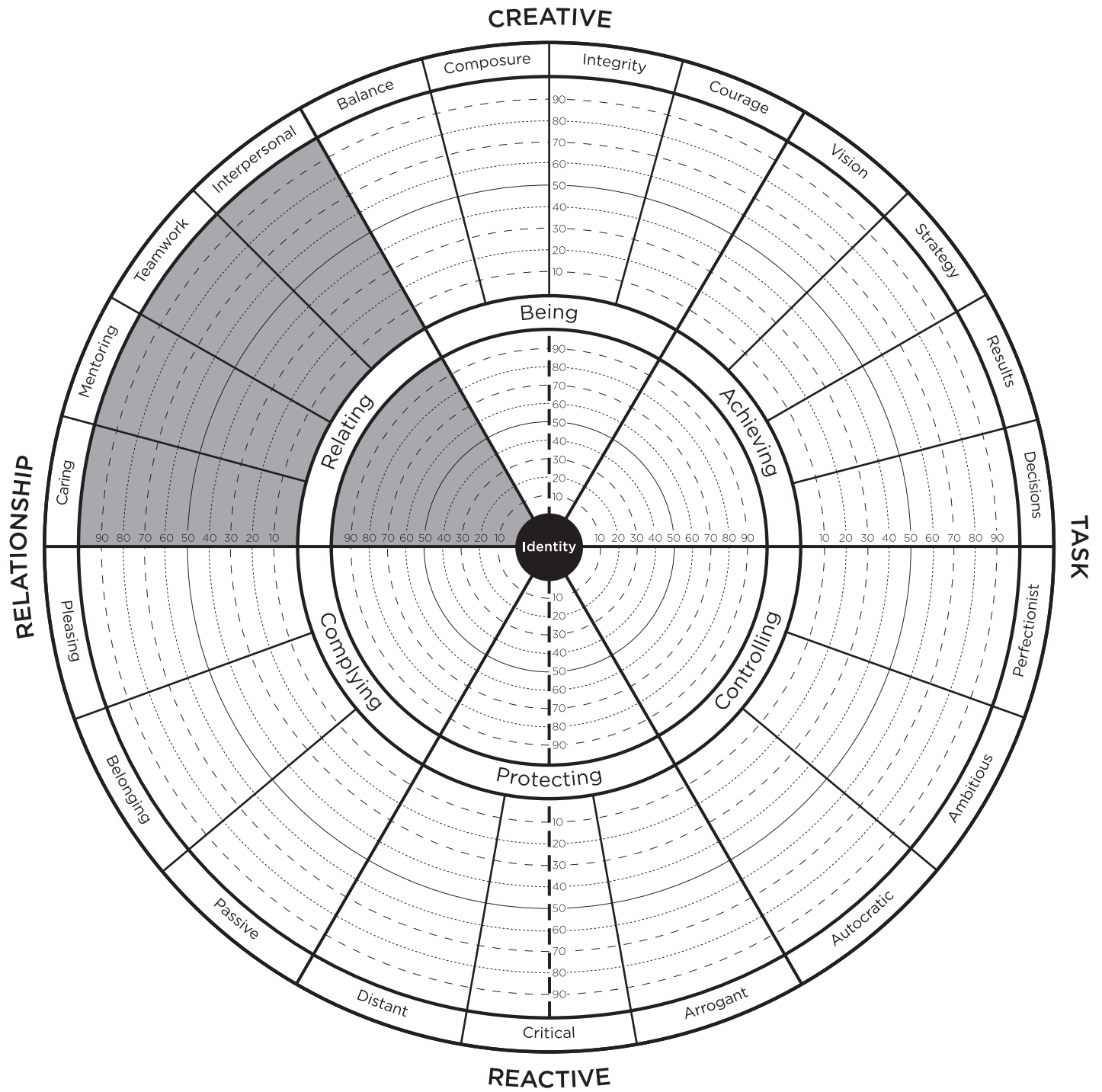
The top half of the circle maps **Creative** competencies that contribute to your effectiveness. The lower half of the circle maps self-limiting **Reactive** assumptions. Stronger scores in the bottom half of the circle are related to weaker scores in the top half. This is because reactive self-limiting assumptions tend to reduce all the creative competencies.

The right half of the circle has to do with **Task** (getting the job done creatively and effectively). The left half of the circle has to do with the nature of your **Relationships** with people and groups. The goal here is good balance so that you can achieve results and develop people simultaneously.

The interaction between the upper and lower halves of the circle is summarized in the **Reactive-Creative Scale** score. The interaction between the right and left halves of the circle is summarized in the **Relationship-Task Balance** score. The meaning of these results is defined below:

- **Reactive-Creative Scale** reflects the degree of balance between the creative dimensions and the reactive dimensions.
- **Relationship-Task Balance** measures the degree of balance you show between the relationship competencies and the achievement competencies.
- **Leadership Potential Utilization** is a bottom line measurement of the overall scores.
- **Leadership Effectiveness** measures your perceived level of overall effectiveness as a leader.

The following pages provide a more in-depth description of all the dimensions outlined above.



The Relating Dimension

The **Relating** dimension measures your capability to relate to others in a way that brings out the best in people, groups, and organizations. Below is a brief summary of what your **Relating** results indicate.

If you score high

You are naturally inclined to help others reach their potential through individual and team development. By providing a supportive climate, you inspire others to strive and improve. You accept others for who they are and extend to them unconditional positive regard. You build and maintain close relationships. You value intimacy, openness, caring, and support. You have strong communication and interpersonal abilities. You establish collaboration, cooperation, and mutually rewarding relationships. You make an excellent team member and coach.

People flourish under your leadership. As a leader, you are a natural team and people developer. **Relating** is not a soft form of management, **Complying** is. You are perfectly capable of confronting and challenging others. You are able to do this in a way that makes the issue, not the person, the focus of the challenge. So, even though people may get tough feedback, they feel supported as a person.

You tend to move toward relationships, and have a bias for love and support not as a strategy to get others to like you (as indicated by a high **Complying** result), but because caring for and supporting others is a creative expression of who you are. It also brings you joy and satisfaction to be a part of a person or team's development. If you can support the growth and effectiveness of others, you believe there will be better results, relationships, and satisfaction.

Internal Assumptions

Internal Assumptions are the beliefs you use to organize your identity. They are the inner rules or beliefs that define how you see yourself and your relationship to the world. The Internal Assumptions often associated with the **Relating** dimension include:

- I am worthy whether people approve of me or not
- People are capable and trustworthy
- I unconditionally support others as they are
- I bring out the best in people
- I care about people for their sake, not as a way to get something from them
- People have unlimited potential
- Building people up is good for business

Behaviors

Behaviors are the external expression of your Internal Assumptions. The general behaviors associated with the **Relating** dimension include:

- Promoting high levels of motivation for teamwork
- Fostering open dialogue within the team
- Directly addressing issues that get in the way of team performance
- Building good rapport and high trust
- Respecting another's opinion even if you disagree with it
- Acting as a role model for open communication
- Helping people learn, improve, and change
- Being an effective coach and mentor
- Holding others accountable to set and reach goals
- Speaking openly in the presence of "authorities"
- Listening to and learning from subordinates

If you score medium

If your scores for the **Relating** dimension are in the medium range, then you will tend to express some of the behaviors and hold some of the internal assumptions described above. You may also be limited by some of the **Reactive** dimensions and thus show some of the tendencies described in the "If you score low" section below. You will need to read and reflect on the meaning of both high and low scores to find what aspects of each describe you.

If you score low

Scoring low on the **Relating** dimension can have serious implications for your leadership. The most successful leaders score high here. Please read about any high **Reactive** scores to explore how your internal assumptions may be blocking your **Relating** capacity.

Scoring low suggests that you are under performing. The behaviors associated with low scores in the **Relating** dimension include:

- Avoid sharing the positive feelings you have for others
- Keeping relationships at arm's length
- Offering more criticism than praise
- Taking over conversations or interrupting others
- Getting angry or defensive when people disagree with you
- Blaming others for your problems—expecting them to do most of the changing
- Withdrawing from conflict
- Making too many decisions yourself or providing too much direction
- Delegating too little
- Avoiding difficult performance discussions

Related Scores

Low scores on this dimension can be related to low scores all across the **Creative** sphere. Low **Relating** scores undercut high achievement and stem from low self-awareness. Consequently, low scores on this dimension may well show up as low scores on any of the **Creative** competencies. In addition, low scores on this scale are correlated with high scores in the **Reactive** sphere. High reactive scores tend to block or limit your capacity for honest trusting relationships, unconditional support, and individual and team empowerment. These limitations come from an internal insecurity such as not feeling worthy or loved, feeling rejected, not feeling needed, feeling alone and unprotected.

Caring

The *Caring* dimension measures your interest in and ability to form warm, caring relationships.

If you score high

Study any high performing group of people, and you will find that they genuinely care about each other. When people don't like each other or maintain strictly impersonal relationships, they simply don't work as well together as those who can be professional and deeply personal.

Scoring high on *Caring* means that you genuinely care about others. People feel supported in your presence because you are open to high quality, trusting, caring relationships. You tend to accept others for who they are and communicate unconditional positive regard. You are willing to vulnerably share strengths and weakness, hopes and fears. Others tend to trust you with these same very human aspects of their selves.

Scoring high on *Caring* suggests that you:

- Genuinely care about others and form warm and caring relationships
- Show empathy for the concerns and struggles of others
- Care how others feel
- Are happy for others when they succeed
- Discuss non-work problems with others
- Are compassionate
- Admit mistakes and personal weaknesses
- Are open about your feelings
- Establish warm and genuine relationships
- Connect deeply with others
- Genuinely want to get to know people
- Confront others supportively

If you score low

Scoring low on *Caring* does not usually mean that you don't care about others. Very few people are genuinely uncaring. Low scores on this dimension usually mean that you maintain a safe distance from people. You keep your guard up to protect yourself. In this way you remain defended.

The range of behavior that results when *Caring* scores are low range from keeping relationships strictly technical/professional, to being cold and unfeeling. While this relational strategy may protect you, the cost is high. First, it results in diminished organizational performance. People simply work harder and more efficiently when their relationships are genuinely caring. Second, research suggests that caring relationships reduce stress and promote health and well-being. So, it is in your interest to take a look at what prevents you from deeper, more caring relationships. Do you:

- Keep conversations polite, technical, or mental?
- Guard against disclosing how you feel?
- Share the positive feelings you have for others?
- Let people know when you think they are doing well?
- Have personal, non-business conversations?
- Keep relationships at arm length?
- Offer more criticism than praise?
- Trust others?
- Show people the real you or the game face?

Low scores on *Caring* usually mean that you protect yourself from the vulnerability of getting close to someone. It is a way of establishing or protecting your sense of self worth and/or security. Look for any high scores on the **Reactive** dimensions of this survey that may be at the root of this issue.

Mentoring

Mentoring measures your ability to develop others through mentoring, and maintaining growth enhancing relationships. Mentoring is the ability to help people grow and develop personally and professionally. It results from a genuine interest in seeing another develop/improve. It also requires a good deal of interpersonal skill.

If you score high

People who work for/with you develop personally and professionally. You possess and actively use the ability to promote the development of others. You spend time and energy on activities that develop others. You are the kind of person under whom people flourish. You most likely hold meetings with your employees that help them learn, solve their own problems, improve their performance at work, prepare for advancement, set and achieve work/career goals.

You trust people to perform and you delegate tasks to promote learning. You empower others to make their own decisions, which means you share leadership. In this way, the capabilities of those who work for you are continually enhanced.

This does not mean you are soft on people—quite the opposite. You see what people are capable of achieving, you help them set high expectations for themselves, and you hold them accountable for high performance. You provide regular feedback. You probably give more positive feedback than negative, but you do not shy away from difficult performance discussions. You are able to be critical in a way that makes others feel both challenged and supported. They know you won't settle for less than their best, but they also know you want them to succeed.

Scoring high on *Mentoring* indicates that you:

- Hold frequent development discussions
- Are aware of the learning and career goals of each of your direct reports
- Helps those that work for you create and implement development plans
- Are an effective coach and mentor
- Accept people as they are
- Help people learn, improve, and change
- Trust people to perform
- Delegate both routine and important tasks
- Are willing to share responsibility and accountability
- Empower others
- Encourage direct reports to take on challenging assignments and developmental opportunities

If you score low

Low scores on *Mentoring* mean that the people who work for you are being held back by the way you interact with them. It does not mean that you do not care about their development (although this may be the case) it means that you may lack the interpersonal skill to engage others in a growth enhancing way. It may also mean that you spend more time on the technical side of your job and neglect the human aspects.

This is a critical competency for success in leadership. It is one you simply must learn. Not to learn it, increases the likelihood that your best people will leave you; that the people who work for you will not perform up to their capability; that you will be overburdened with too much to do because others cannot perform at a level that is required for success.

You may be blaming others for their poor performance while failing to provide the support they need to enhance their capability. Lack of support can take many forms. Reflect on the list below. Are you:

- Uncomfortable with your ability to mentor others?
- Being overly critical?
- Delegating too little?
- Avoiding difficult performance discussions?
- Providing too little feedback?
- Solving people's problems for them?
- Making decisions for which others are responsible?
- Needing to expand your interpersonal skills?
- More focused on the technical side of the job rather than the people side?

Teamwork

Teamwork measures your ability to foster high-performance teamwork among team members that report to you, across the organization, and within teams in which you participate.

If you score high

You lead and participate within groups in a way that promotes high levels of *teamwork*, cooperation, spirit, and synergy. This ability extends to collaborative efforts that cross function.

It is likely that the people who report to you consider the quality of their teamwork to be a very positive aspect of their job and one that contributes greatly to the success of the group. Your leadership paves the way for this and sets an example for others to follow. High scores on this dimension suggest that you use some of the following capabilities:

- Create a positive climate that supports people doing their best
- Promote high levels of motivation for teamwork
- Invite input from others
- Foster open honest dialogue within the team
- See success in terms of the whole team's success—not star players
- Understand and pick-up on group dynamics
- Deal effectively with all races, classes, ages, and with both sexes
- Directly address issues that get in the way of team performance
- Share leadership among team members
- Work to find common ground and create win-win solutions
- Are a cooperative team player, but not a “yes” person
- Encourage collaboration within and between teams/departments

If you score low

Scoring low on *Teamwork* suggests a few possibilities. It may mean that you do not manage a team or participate in one. It may mean that you lack the training to manage teams effectively. It could also mean that you lead in ways that shut down teamwork.

The ability to foster teamwork is a highly specialized skill. Many managers are often promoted because of their success as an individual contributor. Many entrepreneurs are successful because of their individual creativity and talent. With growth, success, and promotion comes ever-increasing complexity and, thus, the need to creatively utilize the collective intelligence of others. If you are continuing to lead out of the behavior set that made you successful as an individual, it is likely that your leadership style is thwarting the group's ability to succeed. Scoring low here strongly suggests this possibility.

There can be many reasons why a person inhibits teamwork. One can limit team effectiveness by providing too much control or not enough. Look over the lists below. You may be doing some of the following.

Are you providing too much control by:

- Making too many of the decisions with too little involvement of team members?
- Providing too much direction—not facilitating the group to set their own direction?
- Not delegating, or delegating, but continuing to tell the person what to do or how to do it?
- Playing favorites?
- Shutting down communication through aggressive tactics?
- Dealing indirectly with team or interpersonal issues, so as to reduce trust and openness?
- Not having clear goals, roles, responsibilities, and accountabilities?

Are you not providing enough control by:

- A lack of decisiveness?
- Not providing enough direction and letting the group remain adrift?
- Delegating without enough structure, support and guidance for the person to be effective?
- Avoiding or smoothing over team/interpersonal conflict?
- Trying too hard to please everyone?

Interpersonal

Interpersonal is a measure of your interpersonal skills. It measures the effectiveness with which you listen, engage in conflict and controversy, deal with the feelings of others, and manage your own feelings.

If you score high

Scoring high on *Interpersonal* means, first and foremost, that you listen well. It also means you continue to listen well when a meeting heats up. Good listeners seek first to understand the other's position and treat it with respect even if they disagree strongly. You ask good questions that help to draw out the other person's position and feelings. You do not react defensively to the critical comments of others, but remain in a listening mode.

As a good listener, you are skilled at the ability to convey what you have heard, such that the other person feels understood. You paraphrase what the other has said in a way that they know you get what they are trying to say. You do this in a way that is respectful.

You are effective in dealing with conflict/disagreement. Conflict, more often than not, results in both win-win outcomes and in enhanced trust. You are able to strongly advocate your position and do so in a way that respects diversity of opinion. In highly conflictual situations you remain respectful and do not withdraw or resort to putting others down.

You are able to deal well with the emotional content of workplace relationships. Peoples' feelings are welcome around you—both positive and negative. This means that you have good command of your own feelings. When others are critical of you, you do not take it personally and react with defensive behavior. Instead you stay productively engaged with the other person. You are also able to give and receive emotional support.

Scoring high on *Interpersonal* indicates that you:

- Are easy to approach and talk to
- Build good rapport with other people
- Are a good listener
- Seek first to understand the other's position
- Demonstrate that you understand the other person by articulating the other's position
- Behave effectively in high conflict situations
- Do not react defensively when confronted, challenged, or criticized
- May feel anger, but deal with it effectively
- Are willing to bring up risky issues
- Bring up controversial issues in a respectful way
- Respect another's opinion, even if you disagree with it
- Build and maintain high trust relationships
- Listen with acceptance to another's concerns, doubts, fears, and anxieties
- Build mutually supportive and effective relationships
- Diffuse high-tension situations without evading the issue
- Are honest and direct in all interactions
- Easily gain the trust, respect, and support of others

If you score low

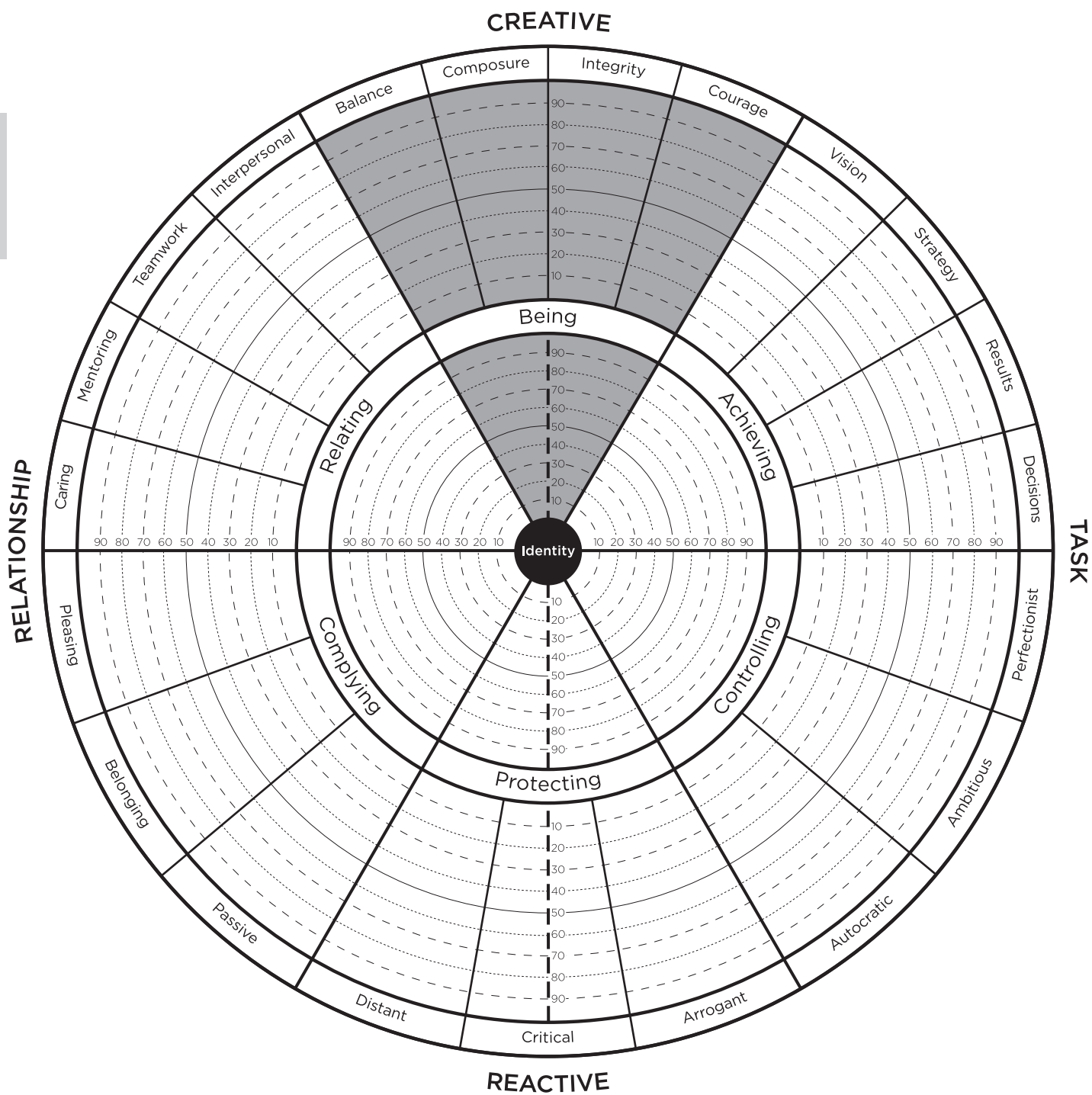
Scoring low on *Interpersonal* could mean either that you lack certain skill training or that you are reacting defensively with counterproductive behavior. Of course, both could be going on.

In our culture, we have learned a way of conducting conversations that looks very much like debate—long on advocating one's own position, short on listening. If you scored low on this dimension, it is likely that you need to learn how to balance advocating your own position with listening to others. Lack of listening communicates a lack of respect. It is a put-down to the people around you. While this may not be your intent, it is the effect of not taking the time to genuinely listen to another's position.

Scoring low, you may also tend to react defensively in interpersonal situations. Defensive behavior can take many forms from outright angry attack, to complete withdrawal. You will need to study this survey, and get feedback from people who will tell you the truth, to get a clear picture of the forms your defensive behavior may be taking.

Defensive action usually results when you feel threatened or hurt. It suggests your sense of self-esteem is connected to what other people are saying or doing. Scoring low on *Interpersonal* suggests that you may be behaving in some of the following ways. Are you:

- Telling people what to do too often?
- Taking over conversations?
- Getting angry or difficult when people disagree?
- Asking questions that are really statements: "but don't you think that...?"
- Interrupting others and cutting them off?
- Trying to win every debate?
- Putting people down?
- Withdrawing from conflict?
- Smoothing over conflict or masking it with humor?
- Talking about issues with others, and not directly to those involved?



The Being Dimension

The **Being** dimension measures your orientation to ongoing professional and personal development, as well as the degree to which inner self-awareness is expressed through balanced perspective and high integrity leadership. It measures the extent to which your leadership is an expression of your true self—not masked by organizational politics, looking good, winning approval, etc. It also measures your ability to take tough stands, bring up the “un-discussibles” (risky issues the group avoids discussing), openly deal with relationship problems, and share personal feelings/vulnerabilities about a situation. Courage in the workplace involves authentically and directly dealing with risky issues in one-to-one and group situations. Below is a brief summary of what your **Being** results indicate.

If you score high

Scoring high on **Being** is a very positive indication. It suggests that you actively pursue and value personal and professional development. You are an alive and vital person. Having developed your sense of purpose, you act from your internal center, consciously expressing your core values. You are trusted to “walk your talk” and people respect you as someone who acts with integrity.

Your sense of self-esteem is based on an inherent appreciation of life as a journey of learning and development. You are not perfect (and accept that). In fact, you know even more clearly than most about your imperfections. You are making peace with your imperfections. You know that you are a mix of strength and weakness, light and dark. You are less likely to deny the weak and the undeveloped parts in yourself. You accept that these aspects are there, admit when you make mistakes or hurt others, and use these experiences to improve. You are becoming less defensive when others criticize you. You have less to defend because you see more of the full complexity of yourself. This frees you to engage others more powerfully and compassionately.

Because you are in integrity with yourself, scoring high on this dimension also means that you are able to express honestly what you feel. When others avoid bringing up important but difficult issues, you tend to step forward and speak. You are able to acknowledge your own contribution to a problem situation and admit when you’ve been wrong. You’re not afraid to provide direct feedback, and you don’t run away from conflict.

You give authentic feedback and admit mistakes. You put yourself at risk for what you believe and value openness over popularity. Integrity and authenticity are what people trust the most. It is the source of your power.

You have less of a need to get your sense of self-esteem from having others look up to you or from your accomplishments. While you enjoy all this, it does not define you. Consequently, you lead in a way that strengthens the innate capabilities of those who work with you. You see in the weaknesses of others your own struggle to grow. Instead of judging them, you want to help them grow. Others’ talents or successes do not intimidate you. This allows you to surround yourself with very capable people and celebrate their achievements.

Internal Assumptions

Internal Assumptions are the beliefs you use to organize your identity. They are the inner rules or beliefs that define how you see your self and your relationship to the world. The Internal Assumptions often associated with the **Being** dimension include:

- I am inherently worthy and secure
- My worth and security come from within and are not made up by how others see me, nor by how I perform
- Inner development is necessary for the full deployment of self
- I am OK even if I make mistakes or hurt others' feelings
- I authentically admit my part in the problems we face
- I contain a mix of strengths and weaknesses, light and dark
- Self-acceptance is the key to accepting others
- When I find unacceptable parts in others—it points to aspects of myself for which I have not been willing to be fully responsible
- I maintain my self-esteem and security by being true to myself
- It is more important to me to remain true to myself than to live up to others' expectations
- The only way I lose face is by not being true to my vision and values
- Change starts with me; I must be the change I want to see in the world
- My greatest source of power is personal integrity
- Full expression of my creativity leads to a meaningful legacy

Behaviors

Behaviors are the external expression of your Internal Assumptions. The general behaviors associated with the **Being** dimension include:

- Composure under pressure
- Ability to balance the multiple demands that come with adult life
- Openness to feedback
- Giving direct, non-blaming feedback
- Respecting another's opinion even if you disagree with it
- Admitting mistakes
- Using success and failure to further self-knowledge
- Laughing easily at your own idiosyncrasies
- Taking time to understand employees' personal motivations
- Taking time to understand your own personal motivations, strengths, and weaknesses
- Being trusted by others
- Having high personal integrity
- Staying open and honest about what you think and feel
- Managing conflict directly and authentically
- Surfacing issues others are reluctant to talk about
- Taking responsibility for your part of relationship and work related problems
- Living by an effective set of core values
- Holding to your values during good and bad times
- Living your vision in every encounter even when that requires risk

If you score medium

If your scores for the **Being** dimension are in the medium range, then you will tend to express some of the behaviors and hold some of the internal assumptions described above. You may also be limited by some of the **Reactive** dimensions and thus show some of the tendencies described in the “If you score low” section below. You will need to read and reflect on the meaning of both high and low scores to find what aspects of each describe you.

If you score low

Scoring low on **Being** suggests that you are holding back your leadership impact by not actively pursuing personal development. Your inner life and outer life are out of balance. You may not fully realize that the game of life is played from the inside out—that the external events and circumstances of life are mirrors reflecting one’s inner level of self-awareness.

This results in a lessening of personal power—the kind of power that comes from personal integrity, deep engagement, inner vitality, and undefended openness.

Leadership research strongly suggests that a primary quality that people look to in their leaders is honesty, authenticity, or integrity. So, scoring low on **Being** should get your attention. It suggests that your behavior may be interpreted as inconsistent, expedient or at the extreme, unprincipled. Lack of integrity erodes trust, stymies teamwork, and compromises your leadership.

Scoring low on this dimension suggests that you may be afraid of offending others, or you may be playing political games. Those who score low in Courage often remain silent about their beliefs in the face of opposition, real or imagined. They value equilibrium and keeping the peace over constructive conflict, and submit to authority even at the cost of group effectiveness or service.

High integrity leadership is only possible with a high level of self-awareness. You may have come from a background where reflection, balance and personal development were not encouraged. Additionally, in your background, standing up for your point of view may have been discouraged in the interests of group harmony. Scoring low suggests that you are not in alignment with your self. Reflect on whether you:

- Take time for reflection and to know yourself
- React to life and problems rather than creating life as an expression of what matters most to you
- Define your self in terms of others’ expectations
- Blame others for your problems – expecting them to do most of the changing
- Defend yourself, being slow to admit mistakes, ignoring failures and shortcomings
- Are harshly critical and demanding of yourself
- Play out various roles in your life rather than acting from your authentic center
- Behave in ways that do not support your vision and values
- Are caught up in internal politics
- Are trying to please too many different constituencies

- Have violated confidences
- Have difficulty keeping commitments
- Avoid confronting issues
- Don't admit mistakes or the part you play in relationship problems
- Give feedback in a way that minimizes or smoothes over your real concerns
- Say "Yes" when you want to say "No"
- Act cautiously around those with power

Failing to confront problems allows them to fester, replacing conflict resolution with simmering resentment. A bias for taking the most popular path can lead to glossing over issues that may be critical for individual and organizational success. Skills in deciding when to confront, how to do so constructively, and how to negotiate under tough circumstances can be learned. Once mastered, they permit greater confidence in supporting open discussion without fear or guilt. Enhancing your **Being** score contributes to trust and to a sense of integrity and completeness about your relationships with others.

Honest reflection, including feedback from others, may assist in finding a steadier compass, reflected in an improved **Being** score.

Related Scores

Low scores on **Being** can be related to low scores all across the **Creative** sphere. All of the competencies that comprise effective leadership spring from an internal source of self-knowledge. Consequently, low scores on this dimension may well show up as low scores on any of the **Creative** competencies. In addition, low scores on this scale are correlated with high scores in the **Reactive** sphere. High **Reactive** scores tend to block or limit your capability to discover and lead from your own inner vitality and integrity. These behaviors come from an internal insecurity such as not feeling worthy or loved, feeling rejected, not feeling needed, feeling alone and unprotected.

Balance

Balance measures your ability, in the midst of the conflicting tensions of modern life, to keep a healthy balance between business and family, activity and reflection, work and leisure. It measures your tendency to be self-renewing, and handle the stress of life without losing your self.

If you score high

You are able to maintain high performance in spite of stressful environments. You attain this by cultivating an inner equilibrium and by integrating and balancing the various aspects of your life.

For health, true balance is needed, including attention to adequate time for reflection, diet and physical exercise. Values are often in competition, producing divided attention to family and work life, leisure and career, duty to others and personal development, spontaneity and control. Conscious attention to physical well being, commitment to wholeness, and good time management are needed to avoid the damaging effects of stress.

Good balance aids you in remaining calm, considerate, and in making good decisions under pressure. You can also provide support for others in difficult times.

You are able to attain balance through the following orientations and practices:

- Keeping things in perspective
- Finding enough time for personal reflection and renewal
- Maintaining a healthy balance between work and family
- Maintaining a healthy balance between work and leisure
- Practicing good health habits (exercise and diet)
- Handling stress and pressure well
- Performance is high in stressful times
- Demonstrating a high level of maturity

If you score low

You may become a victim of stress and burnout. You may diminish your personal life in pursuit of work goals and undermine your physical health. A low *Balance* score simply indicates that you are working too much and too intensely. It may suggest that you have made work your life and are either neglecting other important aspects of your life (marriage, family, exercise, diet, personal/spiritual development), or that you simply do not invest energy in these things because work is playing such a dominant role.

Your leadership effectiveness, full human potential, and overall well being may depend upon balancing work with leisure, family with career, practice with reflection, and self-time with time spent in service to others.

You may wish to keep a time-diary for a week, recording not only your activities but also the values that motivate them. Consider the following questions:

- Do you find that you are doing what you most value?
- Do you pursue personal and professional growth?
- Are you balancing work with play?
- Do you have an activity outside of work that is both renewing and challenging?
- Do you make time for reflection and spiritual development?
- Do you spend too much time meeting obligations?
- Are you present for those you care about?

Composure

Composure measures your ability, in the midst of conflict and high-tension situations, to remain composed and centered, and to maintain a calm, focused perspective.

If you score high

You are able to maintain high performance in spite of stressful environments. You stay composed, calm and focused under pressure. You attain this inner equilibrium by taking a broader perspective and integrating the various aspects of the situation into workable solutions or strategies.

You have the ability to remain calm and considerate and to make good decisions under pressure, as well as to provide support for others in difficult times. It is an orientation to effective performance under stress that contributes to efficiency and to maintaining positive relationships in times of stress/conflict.

You are able to remain composed through the following orientations and practices:

- Keeping things in perspective
- Remaining composed under pressure
- Staying relaxed
- Staying present and open in pressured/conflicted situations
- Handling stress and pressure well
- Not making a quick/poor decision under pressure
- Not becoming defensive or overly emotional
- Performance is high in stressful times
- Not becoming hostile or sarcastic under stress
- Not withdrawing under pressure
- Demonstrating a high level of maturity
- Being a calming influence in difficult times
- Remaining calm without being naïve or aloof

If you score low

Under stress in the workplace you can act in ways that are inconsiderate of others. You are also less likely to make good decisions because you are less able to draw upon your full reserves of intelligence and experience. You often regress to previously learned behavior.

You may find that you become more hostile under stress or that you withdraw. Both are defenses that diminish your ability to make sense out of events and to provide leadership to others.

You may wish to keep a time-diary for a week, recording not only your activities but also the values that motivate them. Consider the following questions:

- Do you find that you are doing what you most value?
- Are you trying to do too much?
- Do you have a practice of reflecting on what you tell yourself is at risk when you lose composure?
- Do you have an activity outside of work that is both renewing and challenging?
- Do you have healthy ways to relieve stress?
- Do you spend too much time meeting obligations?
- Are you present for those you care about?

Integrity

Integrity measures how you adhere to a set of principles and can be trusted to “walk the talk.”

If you score high

Your inner and outer lives are congruent. Your behavior matches your values and others trust that you can be counted on to keep your word, meet your commitments, deal with them honestly and fairly, and remain true to your purpose.

Integrity is a quality most desired in their leader, so scoring high on integrity suggests that you are perceived as a leader, and that others will follow you or align with you because you practice what you preach. Your power in the organization is not primarily based on where you are in the hierarchy (position power), nor does being indirectly political attain it. Others give your power to you because you act with integrity.

You are perceived as living the values and vision you articulate. This enables you to effectively communicate core values and be an effective model of the organization you are trying to build. You naturally engender trust and respect because you can put your high principles into practice.

Scoring high on *Integrity* also suggests that you support the values for which the organization stands. Your gifts as a leader are at their best when your integrity is matched up with an organization you believe in. If this is the case, you are in a powerful position to mobilize the aspirations of those who work with you toward a common purpose. Integrity is a necessary ingredient for great things to happen.

You may employ many of the following orientations and practices that support your integrity. You:

- Live by an effective set of core values
- Hold to your values during good and bad times
- Are trustworthy
- Keep confidences
- Walk your talk; that is, your personal behavior is consistent with your values
- Admit when you are wrong
- Can be counted on to meet your commitments
- Are a good role model for the vision you espouse

If you score low

Leadership research strongly suggests that the primary quality that people look to in their leaders is integrity. So, scoring low on Integrity should get your attention. It suggests that your behavior may be interpreted as inconsistent, expedient or at the extreme, unprincipled. Lack of integrity erodes trust, stifles teamwork, and compromises your leadership.

Low scores can mean many things. It could have to do with a conflict between your value system and that of the organization. It could be the result of inner assumptions driving behavior that conflict with your values and vision (see the **Reactive** dimensions). It could be that you are more focused on political maneuvering than on being true to yourself. Honest exploration of the following questions, including feedback from others, may assist in finding a steadier compass:

- Do you articulate a mission that is not realistic?
- Do you behave in ways (that you may be blind to) that do not support your vision and values?
- Are you caught up in internal politics?
- Are you trying to please too many different constituencies?
- Do you espouse principles that the systems you work in do not permit you to practice?
- Have there been occasions when you've violated confidences?
- Do you have difficulty admitting errors?
- Do you keep your commitments?
- Do people know where you stand and what you stand for?

Courage

Courage measures your willingness, one-on-one and in groups, to take tough stands, bring up the “undiscussibles” (risky issues the group avoids discussing), openly deal with relationship problems, and share personal feelings/vulnerabilities about a situation. *Courage* in the workplace involves authentically and directly dealing with risky issues.

If you score high

Scoring high on *Courage* means that you have a high level of integrity in your communication. You are able to express honestly what you feel. You're not afraid to provide direct feedback, and you don't run away from conflict. When others avoid bringing up important but difficult issues, you step forward. At the same time, you are able to acknowledge your own part of a problem and admit when you've been wrong.

If you score very high on this dimension, it suggests an unusual ability and willingness to bring up issues in real-time if so doing will help a relationship or team move forward. This means that you may disclose how you are feeling right now as a result of what is happening in the meeting. It may mean also disclosing how you are contributing to the current ineffectiveness of the group. It might mean putting into words what you and others are not saying. These kinds of actions take courage and you do them in service of helping the meeting progress.

To support your personal authority, you have had to develop high level interpersonal skills in giving authentic feedback and admitting mistakes. You put yourself at risk for what you believe and value openness over popularity. Your authenticity depends upon your ongoing practice of some of the behaviors listed below. You:

- Are open about what you think and feel
- Surface the issues others are reluctant to talk about
- Speak directly to the issues without smoothing over them
- Are courageous in meetings

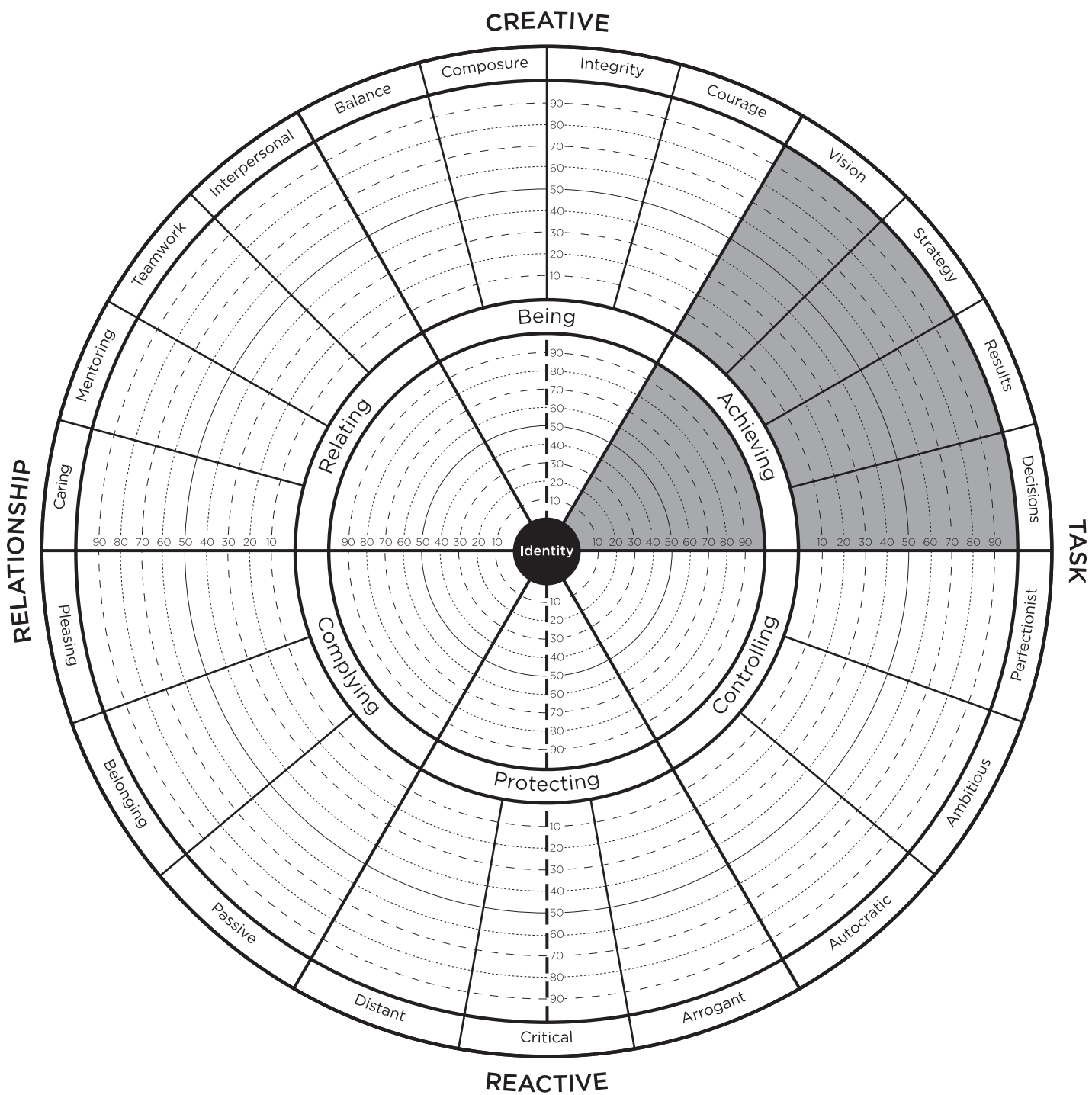
- Manage conflict authentically
- Provide complete and direct feedback to others
- Deal quickly, directly, and honestly with people problems
- Confront peers and superiors when needed
- Work out tough agreements
- Do not let problems fester
- Are willing to advocate an unpopular decision
- Are willing to admit mistakes
- Take responsibility for your part of relationship problems
- Speak directly even on controversial issues

If you score low

You may be afraid of offending others, or you may be playing political games. Those who score low in *Courage* often remain silent about their beliefs in the face of opposition, real or imagined. They value equilibrium and keeping the peace over constructive conflict, and submit to authority even at the cost of group effectiveness or service.

You may have come from a background where standing up for your point of view was discouraged in the interests of group harmony. On the other hand, you may not have developed adequate interpersonal skills to confront and provide feedback without seeming rude or angry.

Failing to confront problems allows them to fester, replacing conflict resolution with simmering resentment. A bias for taking the most popular path can lead to glossing over issues that may be critical for individual and organizational success. Skills in deciding when to confront, how to do so constructively, and how to negotiate under tough circumstances can be learned. Once mastered, they permit greater confidence in supporting open discussion without fear or guilt.



The Achieving Dimension

The **Achieving** dimension measures the extent to which you offer visionary, authentic, and high achievement leadership. Below is a brief summary of what your **Achieving** results indicate.

If you score high

Scoring high on the **Achieving** dimension suggests that you maintain a high standard of excellence in your work and activities. You tend to be recognized as a leader in your chosen field of endeavor. Your own values, beliefs, vision, and intuitions motivate you from within. You take responsibility for your own actions and circumstances.

Risk taking is easier because you have a high sense of self-worth. Your inner self-confidence is clearly projected to the outside world.

You tend to empower others by modeling and teaching your creative process. You know how to create vision and translate vision into strategies, strategies into goals, and goals into actions that achieve results. Your optimism, creativity, and natural curiosity are contagious. Others learn this just by being around you.

You have a deep sense of purpose, and create out of love for the result or the process of creating. You do what you do, not as a means to prove your worth or assure security, but because you want to be creative, learn and grow.

Internal Assumptions

Internal Assumptions are the beliefs you use to organize your identity. They are the inner rules or beliefs that define how you see your self and your relationship to the world. The Internal Assumptions often associated with the **Achieving** dimension include:

- I have a purpose and mission in life
- People want to fulfill their purpose and mission in life
- I am responsible for the results in my life
- I am interdependent with all of life
- It is safe to tell the truth without adding emotional judgements and blame
- I can choose my attitude towards events
- Personal worth is inherent and independent of circumstances

Behaviors

Behaviors are the external expression of your Internal Assumptions. The general behaviors associated with the **Achieving** dimension include:

- Taking initiative
- Setting high standards for achievement

- Learning from experience
- Viewing situations through a positive/optimistic filter
- Focusing persistently on creating what matters most
- Acting as a role model
- Striking a balance between being active and being receptive
- Offering your original perspectives
- Initiating projects
- Reaching for high goals
- Speaking openly in the presence of “authorities”
- Listening and learning from subordinates

If you score medium

If your scores for the **Achieving** dimension are in the medium range, then you will tend to express some of the behaviors and hold some of the internal assumptions described above. You may also be limited by some of the **Reactive** dimensions and thus show some of the tendencies described in the “If you score low” section below. You will need to read and reflect on the meaning of both high and low scores to find what aspects of each best describe you.

If you score low

Scoring low on **Achieving** can be a big problem. This dimension contains many of the leadership competencies that are traditionally thought of as leadership. These are the competencies that make things happen. Also, look at the **Reactive** dimensions for internal assumptions that may be blocking your full creative capability.

Scoring low suggests that you are under performing. The behaviors associated with low scores in the **Achieving** dimension include:

- Making excuses for not meeting goals or commitments
- Waiting for others to set direction or make decisions before acting
- Doing what you know is easily accomplished
- Striving to prove yourself through achievements
- Avoiding the risk of big challenges
- Blaming others for your problems—expecting them to do most of the changing
- Defending yourself, being slow to admit mistakes, ignoring failures and shortcomings
- Playing out various roles in your life rather than acting from your authentic center

Related Scores

Low scores on **Achieving** can be related to low scores all across the **Creative** sphere. All of the competencies that comprise effective leadership spring from an internal source of self-knowledge. Consequently, low scores on this dimension may well show up as low scores on any of the **Creative** Competencies. In addition, low scores on this scale are correlated with high scores in the **Reactive** sphere. High **Reactive** scores tend to block or limit your capability to discover and lead from your own inner vitality, integrity, and vision. These behaviors come from an internal insecurity such as not feeling worthy or loved, feeling rejected, not feeling needed, feeling alone and unprotected.

Vision

Vision measures the extent to which you clearly communicate and model commitment to personal purpose and vision.

If you score high

You have a deep sense of purpose that comes through in your optimism, enthusiasm, and passion. You also clearly communicate a compelling vision of the future, and encourage others to have their own vision. You foster alignment by creating group vision. You do this through dialogue with group members, which yields high levels of commitment and alignment.

The primary contribution of leaders is to cultivate vision and purpose. This is done both by what you communicate (verbally or in writing) and by being a model of the purpose and vision you hold. When people meet with you they get your vision. In short, you are a person of high purpose and far reaching vision. All the research on leadership suggests that this is essential for you and your organization to be successful.

You can provide vision in one of two ways—by being the primary visionary or by facilitating the vision. Being the primary visionary usually means you create the vision and enroll others in it. Being a facilitator of the vision means that you know the group must be passionately committed to their own vision. And so, you facilitate the group in the ongoing process of getting clear on the vision for the organization. Your vision and that of others, is informed and enhanced in dialogue. The net result is that the entire group has authored the vision and therefore owns it.

Scoring high on *Vision* suggests that you:

- Communicate a compelling vision
- Invite others to take part in the developing vision, thus, establishing shared vision
- Live and work with a deep sense of purpose
- Live/lead from deeply held core values
- Are optimistic and inspire others
- Are both highly motivated and motivating to be around
- Think outside the box, see possibilities and pursue them
- Come up with many unique and creative ideas
- Are constantly creating improvements in performance
- Maintain a future results oriented focus
- Stay focused on envisioned results even in the face of obstacles
- Are not limited by doubts about what is possible
- Believe that you can make a positive difference

If you score low

Scoring low on *Vision* means that you are not offering leadership. You may be managing effectively, but clear vision and deep purpose is the essence of leadership. Leadership and vision are nearly synonymous.

There is any number of possibilities for why you would score low here:

- Do you work in an organization that thwarts your vision through high control management style or other practices that have eroded your motivation?
- Do you know what you stand for?
- Do you not take the time to reflect or engage in conversations that result in clarity of vision and purpose?
- Are you burned out or have you lost the fire that once was there?
- Are you in the midst of, or recovering from a crisis that leaves you momentarily without vision or a sense of purpose?
- Are you in the midst of a significant adult transition where old visions and purposes are disintegrating and new vision has not yet emerged?
- Does your vision require courage to pursue? Does it remain buried under fear?
- Do you hold an inner assumption (see the **Reactive** dimensions for Inner Assumptions) that blocks your visionary leadership potential?

These are all possibilities and each has different ramifications. Only you can sort out what is going on. It is imperative that you do, if it is your role and desire to lead.

Strategy

Strategy measures the extent to which you think strategically. It measures how well you translate strategic thinking into rigorous and thoroughly developed business strategies to ensure that the organization will thrive in the near and long-term.

If you score high

Scoring high on *Strategy* means that strategic ability is a well-developed competency. You are aware of current trends in the environment and are adept at developing strategies that ensure organizational success. You develop innovative responses to market trends. You think both short and long-term. You do not optimize the short term at the expense of the long-term. You know your organization's strengths, weaknesses, and unique competitive advantages; and, you make strategic decisions that have your organization optimally deployed in the marketplace.

Scoring high on *Strategy* may mean that you:

- Think strategically
- Do not get overly caught-up in short-term firefighting and are able to devote adequate attention to strategic initiatives
- Have a good sense for what will work in the marketplace
- Are rigorous in your analysis of data used for planning
- Have a good process in place for maintaining an ongoing strategic perspective within the organization
- Know well your organization's strengths and weaknesses
- Know how to play to your organization's strengths
- Set a course that ensures the organization's ability to thrive
- Have a good sense of timing for market place initiatives

- Ask questions about the strategic implications of day-to-day decisions being made
- Understand the big picture of how your organization's mission fits in the marketplace

If you score low

Scoring low on *Strategy* may or may not be a problem. You may have a role that is not involved in strategic planning. Consequently, your low scores here may simply be a function of your role or job responsibilities. However, the larger your leadership responsibilities, the more important *Strategy* becomes. If you lack *Strategy*, you run the risk of missing out on significant market opportunities. You are also likely to make decisions in the short run that set the organization on a course for reduced performance and even failure in the long run.

With inadequate *Strategy*, it is likely that others are frustrated with your lack of direction. When organizations lack *Strategy* they are often managed by the crisis of the moment. Firefighting in response to the latest emergent issue is how the organization spends its intellectual capital. People become so caught-up in responding and reacting to events, that they do not take the time to carefully envision and plan for the future. This ensures that the organization will stay caught in firefighting. Scoring low on this dimension suggests that your leadership lacks sufficient *Strategy*. You may be inadvertently setting the organization up for reduced performance.

Scoring low on *Strategy* may suggest you:

- Are overly focused on day-to-day operational issues leaving inadequate attention for longer-term strategic thinking and planning.
- Make decisions in the short-term that undermine long-term strategies
- Scatter your attention in too many places
- Take risks
- Have too much ego involvement with success causing the organization to over-reach strategically or to pursue directions that are more about your legacy than what is in the best long-term interest of the organization
- Think that you are the only one with a well-developed strategic capability and thus you do not adequately involve others in the planning process
- Lack rigorous analysis, relying too much on hunch and "gut feel"
- Suffer from analysis paralysis
- Have an inadequate process for engaging the organization in strategic planning

Results

Results measures the degree to which you are goal directed and have a track record of goal achievement and high performance.

If you score high

You consistently achieve at a high level. You are goal directed, take well-calculated risks and have a track record of high performance. You have developed a real proficiency for achieving high quality results on key initiatives. You know how to create vision and translate vision into strategies, strategies into

goals, and goals into actions that achieve results. This bodes well for you.

If your **Relating** scores are high, it suggests that you get high performance through developing high performance in others. This is ideal. It suggests that not only can you perform at a high level, but that you raise the level of play of those with whom you work.

You achieve at high levels because you:

- Are action oriented and results focused
- Maintain a high level of energy for challenging results
- Take calculated risks—risks with a reasonably good chance of success
- Notice and seize opportunity
- Strive for continuous improvement
- Persevere in the face of setbacks and resistance
- Seldom give up and do so only when it is appropriate
- Love what you do
- Are well qualified for the technical aspects of the job
- Have a strong track record of goal attainment
- Get the job done

If you score low

Scoring low on *Results* needs to get your full attention. It suggests that you are not getting the job done. It means you are falling short of expectations. The question is whose expectations are you not meeting—your own internal standards or the organizations targets. If it is the latter, and you don't correct it, you may not be in your current position very long.

If you are meeting and/or exceeding organizational requirements, but not your own it is a different story. If this is the case, take a look at the **Reactive** dimensions for why this might be. Especially look at the Perfectionist dimension. It may well be that your own internal standards are set so high that even you cannot reach them.

Either way, a low score here is a flag for impending crisis. It is important that you truthfully answer the following types of questions:

- Am I getting the job done?
- Do I hold back out of fear, caution, or apathy?
- Does this score reflect that I have not developed the ability to achieve at a high level?
- Am I in a new job and feeling the struggle of a steep learning curve?
- Have I lost my inner sense of commitment, passion, or excitement for my work?
- Is the organization stifling my ability to achieve? If yes, how am I letting the organization limit me?
- Is there some other competency that I need to develop that is limiting my ability to achieve?
- Am I in the midst of a significant adult transition where it is natural for achievement to drop off?
- Am I feeling over my head?
- Do I manage from crisis to crisis?
- Do I spend enough time on long-term vision and strategy?

Decisions

Decisions measures your ability to make decisions on time, and the extent to which you are comfortable moving forward in uncertainty.

If you score high

You are confident in making difficult decisions, balancing data and intuition in uncertain conditions. You take your responsibilities as a decision-maker seriously, focus on what's important, and prefer taking reasonable risks to inaction. You are not reckless, but take responsible action in the face of risk. A high score suggests that others can count on you to face important issues and make balanced decisions under pressure.

Part of a leader's function is to decide. Others observe leaders' actions and often attribute delay to lack of competence or vacillation. You maintain confidence in your abilities and are disposed to action through the following practices. You:

- Make decisions in a timely manner
- Remain decisive under pressure
- Move forward even with incomplete information when appropriate
- Focus in quickly on the key issues
- Make efficient use of data to arrive at decisions
- Are willing to trust your gut
- Make the tough decisions when required

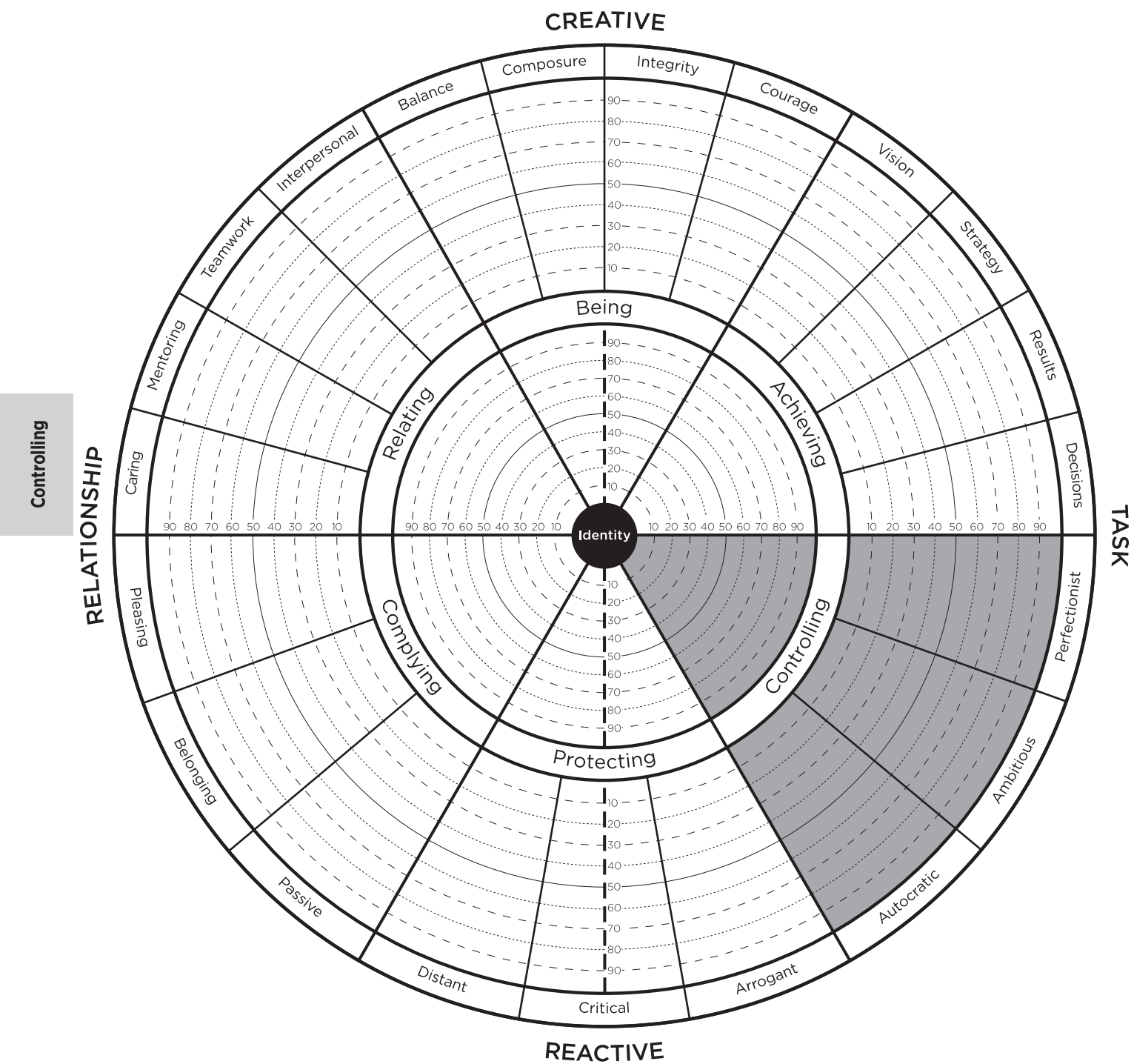
If you score low

You may be procrastinating, undermining others' confidence in you by avoiding decisions you see as having some risk. Delay may suggest to others that you are hiding, hoping that important matters will resolve themselves or others will assume responsibilities that are properly yours.

There are always reasons for delay. You may be overly dependent upon data, awaiting every shred of information before you can act. You may distrust intuition as a guide in ambiguous situations. You may not wish to violate norms of consensus and refuse to act until you have everyone's agreement. You may confront conflicts in priorities and values without decision criteria to choose among them. All are possible, but it is likely that consistent failure to put yourself "on the line" will contribute to drift in operations and erosion of strategic goals.

Low scores on *Decisions* are often associated with one or more high scores on the **Complying/Protecting** dimensions. This suggests that the indecisive behavior results from an internal assumption that links your personal sense of security and/or self-worth to being approved of by others and meeting their expectations.

By failing to act you leave consequences to chance and reduce trust in your ability to lead. It is important to identify key areas where action is required, to obtain the best information and advice possible and then to act.



The Controlling Dimension

The **Controlling** dimension measures the extent to which you establish a sense of personal security and worth through task accomplishment, personal achievement, power, and control. The **Controlling** dimension is comprised of four subscales: Perfectionist, Ambitious, and Autocratic. Each of these is inversely correlated with most of the **Creative** dimensions. The location of each dimension in the circular graph indicates the strength of the correlation. The lower in the circle, the progressively larger the inverse correlations become. Below is a brief summary of what your **Controlling** results indicate.

If you score high

Scoring high on the **Controlling** scale suggests that you strive to take charge, be on top, and exert control over others in order to gain self-worth, personal safety, and identity. You see the world as made up of winners and losers, where powerful people stand the best chance. So, in order to survive, you must be one of them. You must excel heroically, be perfect, perform flawlessly, and/or dominate. Hence, you become one of the movers and shakers of the world.

Internal Assumptions

Internal Assumptions are the beliefs you use to organize your identity. They are the inner rules or beliefs that define how you see yourself and your relationship to the world. The Internal Assumptions often associated with the **Controlling** dimension include:

- I stay safe by taking charge
- Only the strong survive and I will be one of them
- I need to triumph over others to feel good about myself
- Anything less than perfect is not okay
- I am a valuable person when people look up to me with admiration
- The world is made up of winners and losers
- Being less than others is unacceptable and threatens my security
- Failure, of any proportion, could lead to my demise

Behaviors

Behaviors are the external expression of your internal assumptions. The general behaviors associated with the **Controlling** dimension include:

- Competing
- Setting exacting standards
- Striving for perfection
- Using authority to take charge, influence, and get your way
- Exerting tremendous effort and energy to achieve goals
- Speaking directly and bluntly
- Pushing yourself and others to win
- Taking charge in most situations

Gifts and Strengths

Every Reactive dimension is capable and gifted. When using the strengths of the **Controlling** dimension you will tend towards:

- Pursuing continuous improvement
- Excelling in many situations
- Setting high standards
- Creating results
- Influencing others
- Speaking your opinion even if it is controversial
- Taking charge and getting into action

Liabilities

Every Reactive dimension has liabilities and limitations. The down side of the **Controlling** dimension is the constant need (conscious or unconscious) to continuously excel, dominate, compete, win, and control.

These needs result in behaviors which tend toward:

- Being overly aggressive
- Discounting or ignoring negative feedback
- Believing your own “press”
- Demanding flawless performance of yourself and others
- Overlooking others’ aspirations and goals
- Having a strong need to compete causing you to see everything in terms of winning and losing
- Fearing and avoiding failure
- Becoming so preoccupied with winning that you lose focus on the pursuit of excellence and achievement and, as a result, do not perform up to your real potential
- Putting results ahead of the work group’s feelings
- Setting unrealistic standards of performance for others
- Managing in high-control ways that are costly to the organization

Scoring high suggests that you have a need to be seen as aggressive, strong, invulnerable, right, on top, better/more than others, perfect, flawless, and/or heroic. You tend to struggle with relationships, team development, and collaboration skills (see Relating).

Related Scores

High scores on this scale are also correlated with reduced scores in the **Creative** sphere. **Relating** and **Being** scores are often reduced if **Controlling** scores are high. This is because high control comes from a bias for establishing self-worth and security on task performance, status, and achievement. In this equation people are undervalued. The people skills represented by **Relating** are considered soft and thus, a threat to the need to be strong and in control. The time and energy it takes to grow in self-awareness is not valued because it does not lead to immediate bottom-line results. Taking time to reflect and learn about the inner world of the Self is not seen as practical or “real world.”

Scoring high here can also result in lower **Being** scores because you may be so focused on moving up and succeeding that you become “political.” That is, you do or say whatever needs to be done/said to advance your career.

Finally, scoring high here can result in low **Achieving** scores. This may seem like a surprise and it does not mean that you do not get results. It may, however, mean that you get those results at the expense of building a sustainable high performance, high-fulfillment culture. It can also mean that you go about the task of achieving as a way of trying to prove yourself rather than from the internal motivational system that operates in **Achieving**—creating for its own sake, creating because you love doing it, creating because it is aligned with your deeper purposes.

If you score low

If you scored low on **Controlling** it suggests that you have few of the characteristics described above. It further suggests (depending on your scores on other scales) that you may possess many of the strengths of this stance without the liabilities.

Perfectionist

Perfectionist is a measure of your need to attain flawless results and perform to extremely high standards in order to feel secure and worthwhile as a person. Worth and security is equated with being perfect, performing constantly at heroic levels, and succeeding beyond all expectations. The strong need for high quality is a strength of this style, provided that you can resist the urge to do everything yourself and can refrain from becoming upset (with yourself and others) by comparatively minor imperfections in work output.

If you score high

If you scored high on *Perfectionist* you may have some of the following tendencies. You may:

- Be direct, driven, and high focused on attaining results
- Be concerned with appearances, wanting to appear extremely competent and totally confident
- Be so focused on task accomplishment that you appear isolated and cold to others
- Be perfectionistic
- Set performance standards at unrealistically high levels, thereby causing task performance to be stressful
- Set very demanding performance standards
- Strive so hard for perfection that you become obsessed with improving and eliminating mistakes
- Lose sight of the realistic and practical compromises necessary for the task's completion
- Be overly organized
- Be unable to delegate or delegate with excessive detail, communicating a lack of trust in the other's capability
- Set unrealistically high goals for others
- Be overly critical of others when they do not meet your expectations
- Become overwhelmed by the elaborate reporting and review system you have established

Perfectionism is an assumption that overextends strengths. The desire of success and perfection has driven great achievements and improvements. Here, however, they create a trap, leading ultimately to reduced performance. The drive for perfection needs to be brought into realistic balance and to ensure personal, team and system health.

Look to the other **Reactive** scores to see if *Perfectionist* is causing you a problem. Perfectionism can result in overdrive, over-control (Autocratic), Critical behavior, and in perceived Arrogant. Also, look at your Pleasing and Belonging scores. If these are high you may be trying to be perfectly acceptable/pleasing to others and/or using high performance as a strategy to win approval. If all these scores are below average and your Relating scores are strong, then your high score here simply means you have high standards—not excessively high.

If you score low

Scoring low on *Perfectionist* is generally considered positive. Your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to excel perfectly and beyond measure. It suggests that your sense of self worth does not come through perfect accomplishment. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of this block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.

Ambitious

Ambitious measures the extent to which you need to get ahead, move up in the organization, and be better than others. Ambition is a powerful motivator. This scale assesses if that motivation is positive—furthering progress—or negative—overly self-centered and competitive.

If you score high

If you scored high on *Ambitious* you may have some of the following tendencies. You may:

- Strive hard to get ahead
- Push yourself to excel
- Work hard to be noticed as a high performer
- Seek credit rather than share credit
- Act in your own political self-interest at the expense of others interests or the interests of the organization
- Compare yourself with others as a measure of self-worth
- Compete with others in an effort to shine
- Believe that your self-esteem is related to your altitude in the corporate pyramid
- Turn conflict into win-lose contests rather than finding win-win solutions
- Manipulate others as a strategy to protect your advancement opportunities
- Drive yourself and others excessively hard to get results
- Talk too much at meetings as a way of attracting attention to yourself
- Lack focus on developing your people
- Struggle with developing teamwork and being a team member
- Push yourself and others too hard, compromising long-term sustainability of high performance

Ambitious is generally considered positive. Certainly, to advance into higher positions and to take on the work-load that comes with these positions, ambition is necessary. When ambition becomes extreme it creates problems. Ambition becomes excessive when you connect your sense of personal worth with being better than others and/or moving higher in the organization. Look to other scores (for example, Relating scores, Autocratic, and Critical scores) to determine if your high score here may be causing problems.

If you score low

Scoring low on *Ambitious* is generally positive. Scoring too low may indicate lack of drive (see your Passive score). Since high scores on this scale are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by an excessive ambition. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.

Autocratic

Autocratic measures your tendency to be forceful, aggressive and controlling. It measures the extent to which you equate self-worth and security to being powerful, in control, strong, dominant, invulnerable, or on top. Worth is measured through comparison, that is having more income, achieving a higher position, being seen as a most/more valuable contributor, gaining credit, or being promoted.

If you score high

Scoring high on *Autocratic* suggests that you have some of the following tendencies. You may:

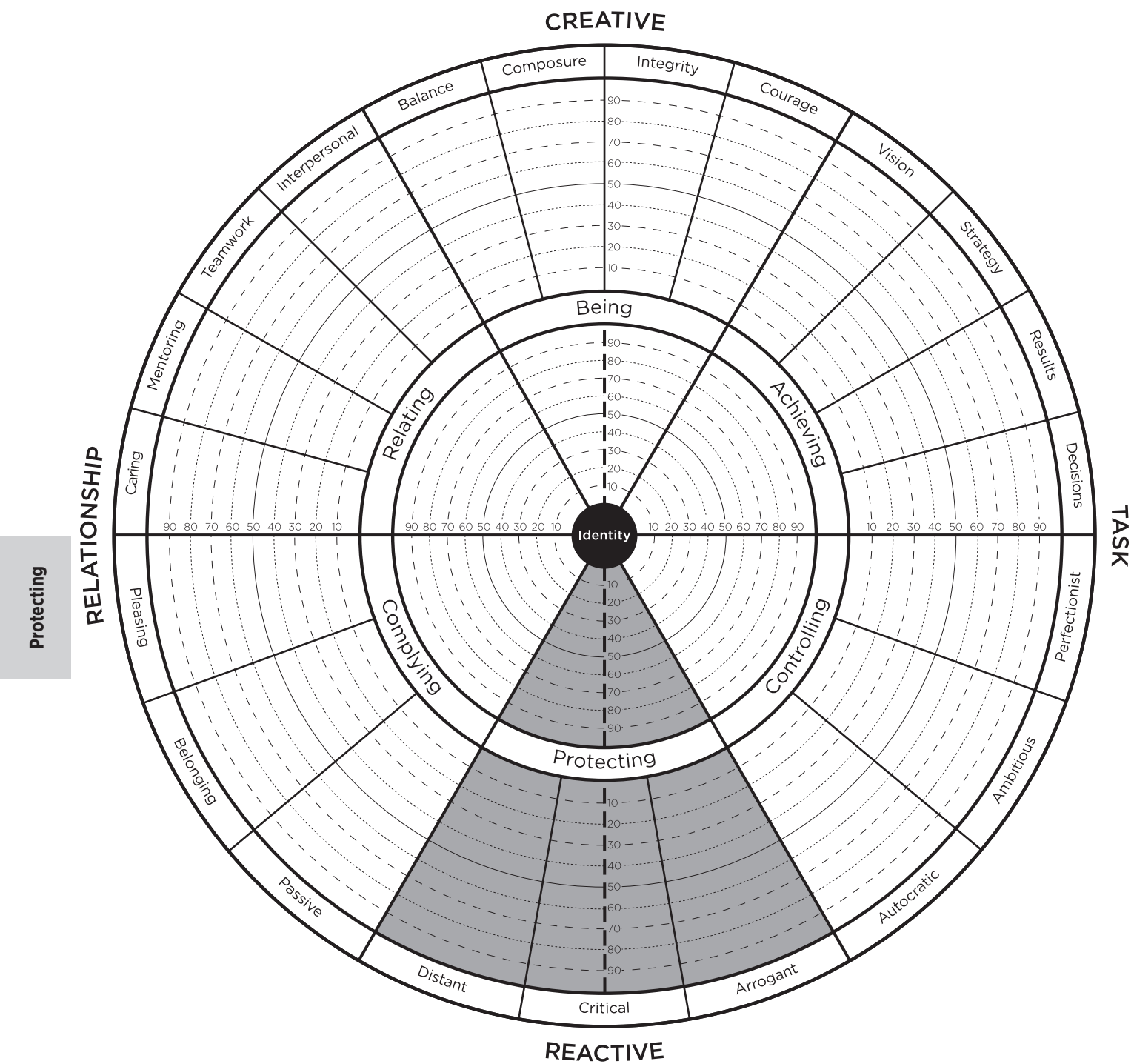
- Have a high need for power
- Be concerned with gaining prestige, authority, and influence over others; in fact, you may be so concerned with gaining this type of power that you pursue it in a forceful, almost relentless manner, rather than seeking to obtain others' respect in a quieter, more cooperative way
- Be easily angered
- Be often irritable and defensive in response to criticism
- Need to be the one in charge leaving little room for others to take responsibility
- Have a tendency to make sarcastic comments to others, and often behave in similarly insensitive ways
- Tend to operate on the basis of your authority
- Not show adequate concern for the feelings of the people in a work group
- Often develop plans and goals unilaterally
- Not communicate information to people in the group because "they don't need to know"
- Be attentive and responsive to people in higher positions
- Only accept limited input from subordinates
- Develop a hierarchical reporting system with precise and narrow job descriptions
- Generally have little confidence in others
- Believe that force is necessary to produce results

- Depend on others' praise and commendation for their sense of security and feelings of self-worth
- Tend to "beat" others rather than work with them cooperatively
- Operate in a "win-lose" framework
- Tend to select weak subordinates who do not challenge decisions or make you "look bad"

Autocratic has sometimes been admired as a way to "get ahead," to dominate. On the other hand, in the long term it has been shown to be ineffective, producing distrust and resistance, interfering with the larger goals for which leaders are responsible. It is most insidious when we act to seek power, but are blind to our own motives. Like other reactive assumptions, *Autocratic* alienates others, limits vision, and isolates leaders. It is easy to mistake aspects of *Autocratic* for a desire for excellence. A desire to excel is in itself admirable. As it is defined here *Autocratic* is driven by a sense of worth dependent upon comparison, not meeting the highest standard. Excellence attained with others is not part of the world-view encouraged by this assumption, which is frequently linked with power seeking and control.

If you score low

Scoring low on *Autocratic* is positive. Since high scores are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to control others. It suggests that your sense of self does not come through having power over others. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.



The Protecting Dimension

The **Protecting** dimension measures the belief that you can protect yourself and establish a sense of worth through withdrawal, remaining distant, hidden, aloof, cynical, superior, and/or rational. The **Protecting** dimension is comprised of three subscales: Arrogant, Critical, and Distant. Each of these is strongly inversely correlated to all the **Creative** dimensions. Below is a brief summary of what your **Protecting** results indicate.

If you score high

Scoring high on the **Protecting** scale suggests that you tend to keep yourself safe by acting aloof and maintaining distance in your relationships. You may also hold back from the risks that might come from fully deploying your creative abilities. Safety means being above it all. This stance can come from an inner lack of confidence, self-doubt, inferiority or it's opposite, superiority. It may well be that you project an air of superiority, needing to be right, find fault, and put others down as a strategy to build yourself up. The need to build yourself up may spring from feelings of self-doubt and vulnerability. **Protecting** is an internal set of assumptions that link security with distance, and worth with either being small and uninvolved or big and superior.

Internal Assumptions

Internal assumptions are the beliefs you use to organize your identity. They are the inner rules or beliefs that define how you see yourself and your relationship to the world. The internal assumptions often associated with the **Protecting** dimension include:

- For me to be right, others have to be wrong (and vice versa)
- I am worthwhile if I am right and find the weaknesses in others
- I am valuable because of my superior capability or insight
- I am not good enough
- I am safe and acceptable if I remain small, uninvolved, and avoid risk

Behaviors

Behaviors are the external expression of your internal assumptions. The general behaviors associated with the **Protecting** dimension include:

- Holding back and watching how situations unfold
- Identifying what is wrong, illogical, or lacking in plans
- Seeing the flaws in others' thinking, speaking, and actions
- Analyzing what is right and what is wrong

Gifts and Strengths

Every Reactive dimension is capable and gifted. When using the strengths of the **Protecting** dimension you will tend to:

- Cut through complexity and see issues that others miss
- Remain detached and observant when things get emotional
- Take a wider perspective or offer alternative ways to view situations
- Care deeply for a few people or causes
- Protect your active interior or spiritual life
- Be capable of offering a great deal of wisdom

Liabilities

Every **Reactive** dimension has liabilities and limitations. The down side of the **Protecting** dimension is the need (conscious or unconscious) to bolster your self-esteem by acting superior, cynical, and faultfinding.

Often these tendencies are intertwined with a strong streak of self-criticism and self-doubt causing you to hold back from making your full contribution, not asserting yourself and playing small. You will need to reflect and get feedback from others about the ways your **Protecting** dimension manifests.

These intertwining tendencies result in behaviors, which tend toward:

- Acting cold, aloof or uncaring
- Distancing others by your judgements
- Adopting a posture of being superior, more intelligent, better, “right”
- Holding back your creative expression
- Avoiding risk taking
- Diminishing the contribution that you are capable of making
- Holding back your gifts or offering them through a narrow range of rationally distant behaviors

Other people, as a result of some of these behaviors, do not experience you supporting them. They feel judged from a distance rather than known and supported. Consequently, trust can be low.

Related Scores

High scores on this scale are also correlated with reduced scores in the **Creative** sphere. Pursuing your own vision is often blocked or limited. These behaviors come from a lack of belief in yourself that can translate into a lack of power, assertiveness, creative expression, and risk taking. It can also take the form of being one-down in relationships—not relating from the stance of equality or mutual give and take. Instead you remain at a safe distance and keep a low profile. The net result is that you diminish the contribution that you are capable of making.

You may be limiting your leadership by being reluctant to be vulnerable, make more contact with people, accept feedback, or take the risk of self-expression.

If you score low

Scoring low on this scale means that you may possess many of the gifts described above without the liabilities. It suggests that your **Achieving**, **Relating**, and **Being** is not held back by this form of **Protecting**.

Arrogant

Arrogant measures the tendency to project a large ego. It measures behavior that is experienced as superior, egotistical, and self-centered.

If you score high

If you score high on *Arrogant* you may have some of the following tendencies. You may:

- Act in ways that attract a lot of attention to yourself
- Talk a lot in meetings, taking up too much air time
- Listen poorly because you already know the solution and don't need input
- Over reach strategically and financially in order to create results that are a testament to your capability
- Be overly concerned with doing big and flashy projects that attract publicity, but may not be in the long-term best interest of the organization
- Talk a lot about yourself and be relatively uninterested in others descriptions of themselves
- Project an air of superiority and/or inapproachability
- Get upset easily when your ideas are challenged
- Get frustrated with groups when they are discussing how to approach a problem because you assume that your way of approaching it is the right way

Leadership requires a strong ego, but when ego becomes over-inflated it can be a problem. *Arrogant* is very inversely correlated to all the Creative dimensions. It fails to build teamwork because too much attention is required by the leader to truly develop a strong team. *Arrogant* maintains one-up, one down relationships. In your effort to remain big, others must remain small. Thus, the full capability of the people around you is often not tapped. In the extreme, Arrogance will over-stretch the organization. Highly arrogant leaders have been known to commit the organization to business strategies, in an effort to promote their legacy, that seriously compromised the financial future of the organization.

If you score low

Scoring low on *Arrogant* is positive. Since high *Arrogant* scores are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to project an air of superiority and arrogance. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.

Critical

Critical is a measure of your tendency to take a critical, questioning, and somewhat cynical attitude. It measures the tendency of establishing a sense of worth by finding fault, putting others down, being intellectually or morally superior.

If you score high

If you score high on *Critical* you may have some of the following tendencies. You may:

- Be dogmatic and rigid
- Be mistrustful of others
- Tend to have a negative, rather than optimistic, attitude
- Be overly critical, tending to blame others when things go wrong
- Focus more on problems than on solutions
- Be more concerned with your personal need for recognition than in building effective work relationships
- Tend to achieve personal feelings of worth by challenging, stifling or “running down” the ideas of others
- Stifle creativity, diminishing the motivation of direct reports and team members
- Make decisions on the basis of the least criticizable idea, putting every suggestion to a rigorous challenge and constantly looking for things that are wrong
- Appear to enjoy arguments and debates
- Often find yourself at the center of organizational conflict
- Use motivation strategies that are built on faultfinding, criticism and blame

Critical, because it is often cloaked in rationality, is difficult to overcome, especially in cultures where individual achievement and appearing smart are important. It has the effect of creating defenses in others. Since it focuses on blame, real performance analysis and systems thinking are often put aside. Combined with an orientation to power seeking, it kills morale and isolates those operating from it.

If you score low

Scoring low on *Critical* is positive. Since high *Critical* scores are correlated with low scores all across the Creative half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to find fault with others. It suggests that your sense of self comes from within and not through judging others. This allows you to lead from your own internal authority. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.

Distant

Distant is a measure of your tendency to establish a sense of personal worth and security through withdrawal, being superior, and remaining aloof, emotionally distant, and above it all.

If you score high

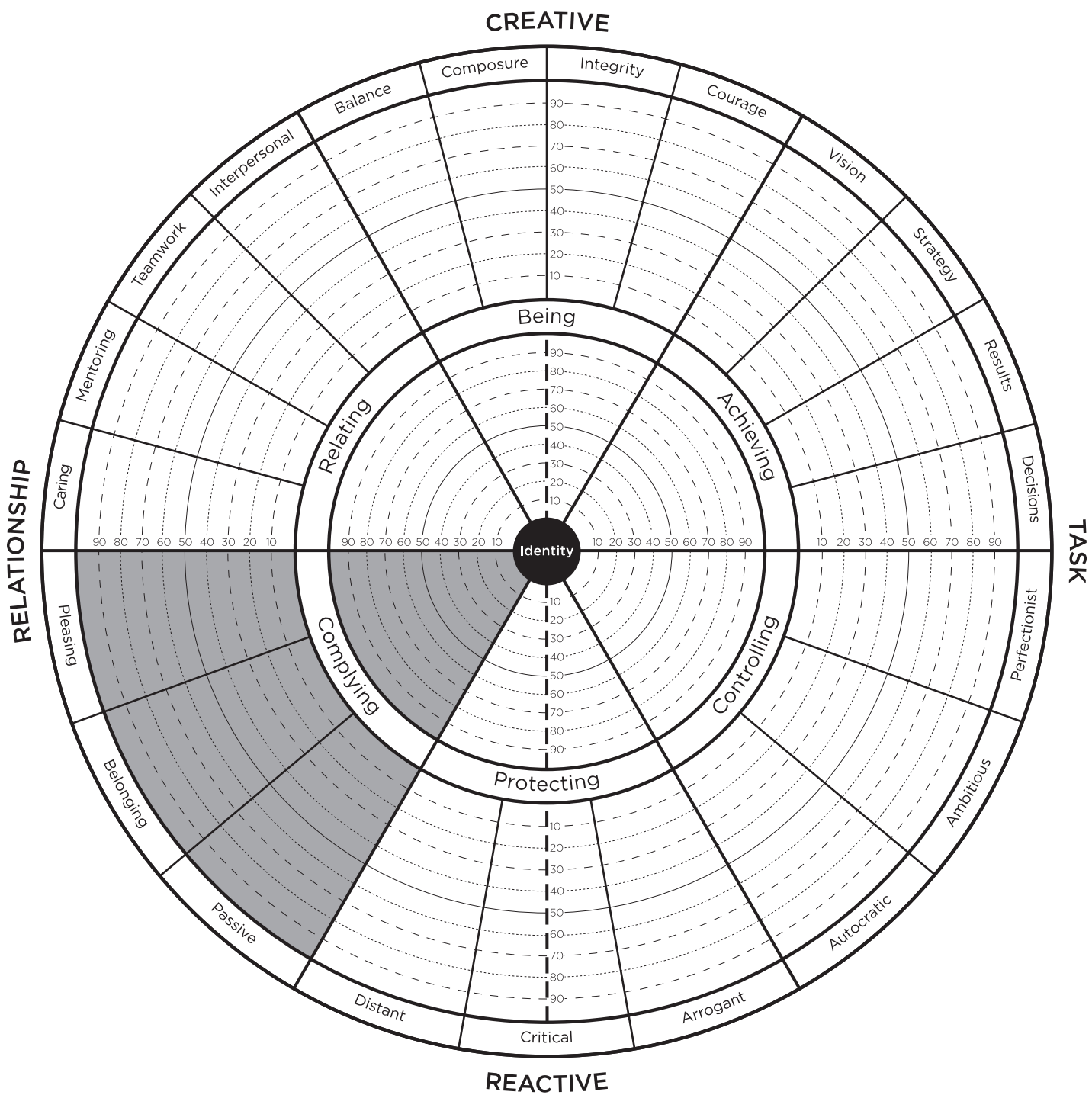
If you score high on *Distant* you may have some of the following tendencies. You may:

- Remain emotionally uninvolved
- Appear cold and uncaring
- Maintain strictly rational and professional relationships
- Deal with things on a strictly logical basis
- Remain guarded and invulnerable
- Take an unforgiving posture toward yourself
- Have low self-confidence
- Be tense and uneasy, becoming preoccupied with your own issues and concerns
- Hesitate to make decisions
- Avoid taking on responsibilities
- Often feel a lack of efficacy (the ability to effect change and make a difference in the way things are)
- Try to avoid conflict or decision-making situations
- Chronically delay work and tend to shift responsibilities either up or down the organization
- Abdicate rather than delegate
- Procrastinate in planning activities and making decisions
- Frequently appear forgetful, particularly when risky or potentially unpopular actions should be taken
- Wait until someone else recommends or takes an action so that you don't have to take full responsibility.

The *Distant* assumption, when dominant, creates persistent patterns of failure and excuse. Even in less pronounced forms, it negates other positive personal and intellectual qualities, creating frustrated colleagues and lost opportunities for leadership and personal growth.

If you score low

Scoring low on *Distant* is positive. Since high *Distant* scores are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to maintain a safe distance from others or from risky issues. It suggests that your sense of self comes from within and not through separating from others. This allows you to lead from your own internal authority. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.



The Complying Dimension

The **Complying** dimension measures the extent to which you get a sense of self-worth and security by complying with the expectations of others rather than acting on what you intend and want. The **Complying** dimension is comprised of four subscales: Passive, Belonging, and Pleasing. Each of these is inversely correlated with most of the **Creative** dimensions. The location of each dimension in the circular graph indicates the strength of the correlation. The lower in the circle, the progressively larger the inverse correlations become. Below is a brief summary of what your **Complying** results indicate.

If you score high

Scoring high on the **Complying** scale suggests that you tend to relinquish power to others and to the circumstances of life. You may even experience yourself at the mercy of circumstances over which you have little control. You tend to see the world as full of powerful people who can control or protect you. Because of this belief, you tend to submit to those in power and comply with their expectations. You do this to gain safety and win approval. You tend to equate personal worth and security with meeting and living within others' expectations.

Internal Assumptions

Internal assumptions are the beliefs you use to organize your identity. They are the inner rules or beliefs that define how you see yourself and your relationship to the world. The internal assumptions often associated with the **Complying** dimension include:

- I am okay if people like me
- I am worthy when others approve of me
- I need to live up to others' expectations to succeed
- I can stay safe by supporting others
- The world is a dangerous place. Caution makes me safe
- Loyalty, harmony, and going along to get along protect me from disapproval

Behaviors

Behaviors are the external expression of your internal assumptions. The general behaviors associated with the **Complying** dimension include:

- Cautiously managing what you do to stay in the good graces of others
- Being a "do-gooder"
- Saying "yes" when you may really want to say "no"
- Calibrating the emotional climate in meetings to see if it is safe to speak
- Double checking with authorities before taking action
- Couching your speech so that others will not have strong emotional responses

Gifts and Strengths

Every **Reactive** dimension is capable and gifted. When using the strengths of the **Complying** dimension you will tend towards:

- Recognizing and responding to the needs of others
- Being reliable
- Sensing others' emotions
- Going the extra mile
- Maintaining loyalty
- Upholding traditions
- Being easy to talk to
- Serving others

Liabilities

Every **Reactive** dimension has liabilities and limitations. The down side of the **Complying** dimension is the constant need (conscious or unconscious) to meet expectations, please others, belong, be sensitive, protected, needed, liked, and respected. This can lead to helplessness and perceived victimization. The stronger your **Complying** score, the more power you give away to others, the more you believe that you are not the creator of your life experience, that your efforts do not make much difference, and that you lack the power to create the future you want. Scoring high suggests that you build your sense of worth and security by playing small, complying with others expectations of you, and submitting your wants, needs, and goals to others.

Complying is a key restraining force to developing a creative stance in leadership. It is the assumption that your life be given over, abdicated to others. This assumption is quite different from that of service. Here vision is seen as belonging to others, not to yourself and shared with others. This assumption diminishes not only ambition, but also the right to being one's self. These needs result in behaviors which tend toward:

- Being non-assertive and passive
- Playing by the rules
- Acting so as to fit in
- Submitting to others' needs
- Denying your own aspirations
- Having difficulty acting on your own and preferring to do what you are told
- Frequently seeking advice and counsel from another person before making a decision. This tendency is motivated by a fear of being wrong and a desire to avoid situations containing the risk of failure
- Being self-doubting, overly cautious, meek, and predictable in interpersonal relationships
- Avoiding risk by not advocating your opinions, not setting goals, not engaging conflict, etc.
- Not being aware of your own vision and what you want for your work/life.
- Holding back your creative expression
- Expressing disagreement indirectly (passive-aggressive)

Related Scores

High scores on this scale are also correlated with reduced scores in the **Creative** sphere, especially on the **Achieving** and **Being** scales. Pursuing your own vision and speaking up for what you want is often blocked or limited. These behaviors come from an internal insecurity such as not feeling worthy or loved, feeling rejected, not feeling needed, feeling alone and unprotected.

You may be limiting your leadership by being reluctant to take control, avoiding responsibility or accountability, not speaking out too vocally, or initiating conflict. You see these behaviors as risky and potentially resulting in the disapproval of others.

If you score low

Scoring low on **Complying** suggests that you have few of the characteristics described above. It further suggests (depending on your scores on other scales) that you may possess many of the strengths of this stance without the liabilities.

Passive

Passive measures the degree to which you give away your power to others and to circumstances outside your control. It is a measure of the extent to which you believe that you are not the creator of your life experience, that your efforts do not make much difference, and that you lack the power to create the future you want.

If you score high

Scoring high suggests that you build your sense of worth and security by playing small, complying with others' expectations of you, and submitting your wants, needs, and goals to others or to the group.

People scoring high on *Passive* have some of the following tendencies. These tendencies get triggered more often when you engage people higher up in the organization. You:

- Are passive
- Lack passion or if you have it you do not show it
- Have difficulty acting on your own and prefer to do what you are told
- Frequently seek advice and counsel from another person before making a decision. This tendency is motivated by a fear of being wrong and a desire to avoid situations containing the risk of failure
- Are self-doubting, overly cautious, meek, and predictable in interpersonal relationships
- Look to your supervisors for direction and leadership
- Are an excellent follower and rarely rock the boat by taking forceful, risky, or spontaneous action
- Often delay action until it is clear what the boss needs or wants

- Accept higher management's goals and standards without question, and rigidly follow these standards once they have been established
- Avoid risk by not advocating your opinions, not setting goals, not engaging in conflict
- Have issues with people (especially people higher up), but are unwilling to risk discussing those issues with them directly
- Pretend to be on board and supportive when in reality you have deep concerns about the organization's direction
- May be very angry at authority which only comes out in offline conversations or in passive-aggressive episodes
- Are not aware of your own vision and what you want for your work/life
- Remain indecisive
- Do not take up your authority in the world

Passive is a key restraining force to developing a creative stance in leadership. It is the assumption that our lives are to be given over, abdicated to others. This assumption is quite different from that of service. In the *Passive* orientation, vision is seen as belonging to others, not to ourselves and shared with others. This assumption diminishes not only creative achievement, but the right to be yourself.

If you score low

Scoring low on *Passive* is positive. Since high *Passive* scores are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to submit to powers that are outside you. It suggests that your sense of self comes from within and not through fitting yourself into the mold that others expect of you. This allows you to lead from your own internal authority. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.

Belonging

Belonging measures your need to conform, follow the rules, and meet the expectations of those in authority. This scale measures the extent to which you establish a sense of worth and security from belonging to the group and living by the norms, rules, and values of that group. It measures the extent to which you go along to get along; thereby, compressing the full extent of your creative power into culturally acceptable boxes.

If you score high

If you score high on the *Belonging* scale, you:

- Tend to be very respectful
- Are steady, reliable and agreeable, but often lack spontaneity
- Avoid conflict
- Operate according to standard rules and procedures
- May resist change and innovation
- May have strong fears of failure
- May lack aggressiveness, find it difficult to act decisively
- Tend to operate on the basis of policies, rules and regulations, and procedures, thus producing a

- bureaucratic climate that reinforces the status quo
- Motivate by urging conformity to procedures or standards, and reward subordinates on a similar basis
- Often set relatively low risk goals
- May be overly concerned with appearance, dress codes, and conformance to the formal relationships established in the organizational chart
- Have a strong orientation to the past and “the way things have always been done”
- Look to your supervisors for direction and leadership
- Be an excellent follower and rarely rock the boat by taking forceful, risky, or spontaneous action
- Often delay action until it is clear what the boss needs or wants
- Accept higher management’s goals and standards without question, and rigidly follow these standards once they have been established

Belonging charts a safe course. It is ideally suited for bureaucratic organizations and environments in which there is little turbulence. It enables you to exist within the rules without questioning them, to value tradition and conformity. One of its chief virtues is being inoffensive. However, this internal assumption prevents testing your full potential. It sacrifices the courage of leadership for bland comfort. In turbulence, it can lead to defensiveness and depression as the rules upon which it has relied no longer apply.

If you score low

Scoring low on *Belonging* is positive. Since high *Belonging* scores are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to conform to group norms. It suggests that your sense of self comes from within and not through taking up membership in a group. This allows you to lead from your own internal authority. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.

Pleasing

Pleasing measures your need to seek others’ support and approval in order to feel secure and worthwhile as a person. People with strong needs for approval tend to base their degree of self-worth on their ability to gain others’ favor and confirmation. For these types of people, avoiding personal rejection is paramount. As a result, they are likely to do things that will keep them in good graces with others. They may be overly generous, act friendly all the time, be overly sympathetic, or generally submit to the wishes of others.

If you score high

If you have a high score on the *Pleasing* scale, some of the following may apply to you. You:

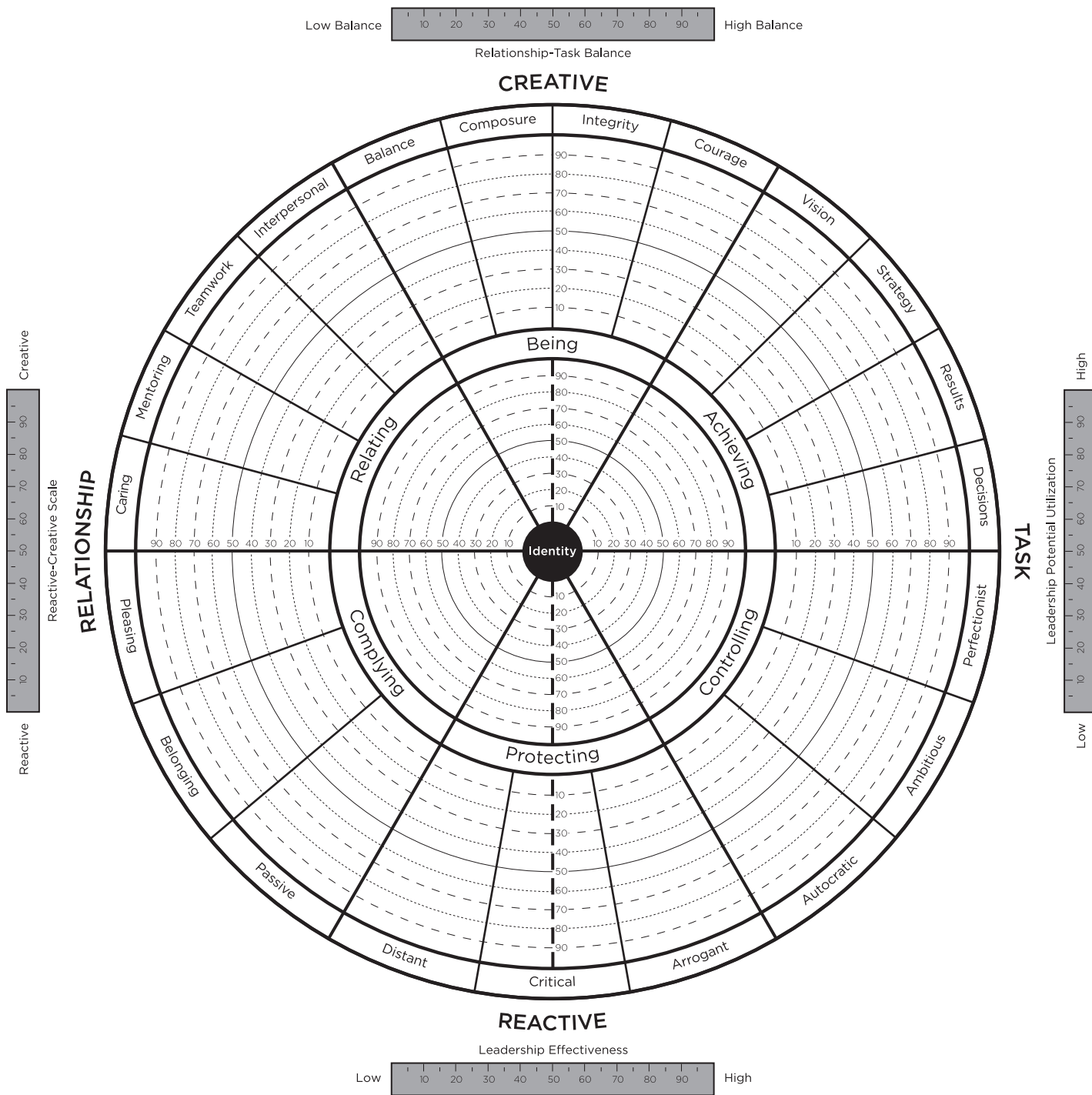
- Focus on how people react to you
- Will be quite sensitive to criticism or disapproval
- May be so worried about your superiors’ acceptance of your ideas that you limit your creativity or assertively put forth your ideas
- May set goals to please others or for the sake of appearances
- Usually avoid anything that is controversial or unpopular because you see conflict and controversy as unacceptable

- Generally set low performance standards for subordinates
- Get along in your organization by doing what is expected
- May try to build support for yourself by doing little favors, or by looking the other way when things go wrong

While seeking approval is not in itself unhealthy (we all need some affirmation), this assumption constitutes a persistent pattern, making self-worth dependent upon others. It is important insofar as it blocks full realization of potential for creative action.

If you score low

Scoring low on *Pleasing* is positive. Since high scores are correlated with low scores all across the **Creative** half of the circle, your scoring low simply means that your full creative self-expression and leadership are probably not being limited by a high need to please others. It suggests that your sense of self comes from within and not through pleasing others. This allows you to lead from your own internal authority. A low score does not mean that, in fact, you are leading and creating powerfully. It simply means that you have the absence of a block to empowered leadership. Your scores in the **Creative** half of the circle will let you know the extent to which your full leadership potential is being expressed.



Reactive-Creative Scale

Reactive-Creative Scale reflects the degree of balance between the **Creative** dimensions and the **Reactive** dimensions. The percentile score here gives you a sense of how you compare to other managers with respect to the amount of energy you put into reactive versus creative behavior. It suggests the degree to which your leadership, relationships, and goal oriented behavior are coming out of a creative or reactive orientation. It suggests the degree to which your self concept and inner motivation comes from within or is determined by external expectations, rules, or conditions.

If you score high

A high score suggests that you live, relate, work and learn primarily from a creative orientation. This means that your focus is on creating—bringing into being—what you most want. Your focus is on a vision of the results you care about. Your motivation is that of being pulled into action out of a natural curiosity, desire, commitment, and even love for the future you are moving toward. You go at life with a “play to win” orientation (where winning is not focused on beating someone else, but bringing out the best within you). This is very different from a reactive, “trying not to lose” orientation. You move toward what you want more often than you move away from what you don’t want. Highly successful and creative people operate from this orientation most of the time. Research suggests it is highly related to high achievement, goal attainment, quality relationships, personal growth, and good health.

A high score suggests that you have moved on from organizing a sense of self-worth through external measures. It suggests that you are internally motivated and self-authoring. Your self worth is configured from within. You create and relate, not to prove yourself, but because it expresses who you are and what you value.

If you score low

Scoring low on **Reactive-Creative Scale** does not mean that you are an unsuccessful person. It does suggest that there is another way of operating that results in higher performance and higher fulfillment. Your low score suggests that you live, relate, work and/or learn more in reaction to what you don’t want than out of bringing into being what you do want. You play not to lose—avoid falling short, failing, or losing face. You move away from what you are trying to avoid. Your primary focus is reducing threats or eliminating problems. You tend to follow someone else’s vision or live up to their expectations instead of pursuing your own in a collaborative way. The primary motivating emotional energy for taking action is some form of anxiety or inner conflict. Research suggests that this orientation is highly related to remaining at a current level of performance, crisis management, relationship struggles, stymied personal growth, and lower levels of health.

Your low score suggests that you scored high on the **Reactive** dimensions above. Each of these dimensions is a different way of establishing your identity, self-worth and security externally. This means that much of your creating and relating activity comes from an inner need to be seen as an important, valuable person. As yet you have not fully learned how to get this from within. Whether you know it or not, a low score here suggests that your actions are more determined by external expectations and cultural conditions than by your own internal sense of who you are and what you want to contribute.

Relationship-Task Balance

Relationship-Task Balance measures the degree of balance you show between the achievement competencies and the relationship competencies. It is a measure of the over, under or balanced development of either half of the equation (the people half or the task half) that makes for great leadership.

If you score high

Leaders today need competencies in both the ability to achieve and the ability to form effective, growth enhancing, and synergistic relationships. Scoring high suggests that you are developing both. It is possible to have high scores in this dimension when both your **Achieving** and **Relating** scores are low. This would suggest that you have a balanced capability with both, but neither is a strength. If however, your scores in both are high and your balance score is high it means that your leadership offers a unique blend of high achievement and high people development. This is rare. It makes for the most effective form of leadership.

If you score low

Scoring low means that task and relationship are out of balance. That is, one is higher than the other is. The greater the imbalance in your scores, the lower your score will be for **Relationship-Task Balance**. Low scores suggest an imbalance in your leadership development.

It may be that you have higher scores in the **Achieving** domain and relatively lower scores in the **Relating** domain. If this is the case you may act as if quality relationships are just “soft, touchy-feely fluff” and not that relevant to the hard world of competitive business. You may be good at hard and not so good at soft. Research clearly suggests that such a stance is not as effective as valuing both. You may have spent the bulk of your career developing technical or business skills, and while you value relationships and know how important it is to develop the human side of business, you lack the skills. Either way, scoring high in the achieving domain and low in the relationship domain suggests that developing the ability to foster teamwork and bring out the best in those around you can enhance your leadership. Look at the strengths in the **Relating** domain. Which ones do you need to develop? Look at the internal assumptions section. Are any assumptions blocking the development of your relationship skills?

It may be that you have a lower score in the **Achieving** domain than you do in the **Relating** domain. If this is the case you may be over-emphasizing relationships at the expense of achieving results. You may be too soft. You may be compromising performance in the name of maintaining harmony. You may need to focus more on goal attainment, and/or confront issues in a more direct way. Look at the strengths listed in the **Achieving** domain. Which ones do you need to develop? Look at the internal assumptions section. Are any assumptions blocking the development of your ability to focus on high achievement?

Leadership Potential Utilization

Leadership Potential Utilization is a bottom line measure. It looks at all the dimensions measured above and compares that overall score to the other managers who have taken this survey. It sorts through all the high and low scores to answer the question, “So, in the end, how am I doing?”

If you score high

Scoring high here simply means that when all the dimensions are taken together, the strengths will outweigh the weaknesses. You cannot score high on this dimension unless there is significant strength in the **Creative** dimensions and relatively low scores in the **Reactive** dimensions. You also score higher here if you have good balance between people competencies and task competencies. It means that you are leading and functioning in very effective ways and in ways that promote high fulfillment and sustainability. Congratulations!

If you score low

Scoring low suggests that when all the dimensions are taken together, the weaknesses outweigh the strengths. It means that there is more energy going in the reactive direction than in the creative and/or that there is an imbalance in people and task competencies. It means that you are blocked from the full expression of your potential. It means that your greatness lies in waiting within you—it is there, just not fully available.

Of course low scores here can mean a lot of things. It could be as simple and as difficult as being in a job/career that does not express whom you are. It could mean you are new in a job and have a lot to learn. It could mean that you are in transition, the old fires are dying out and the new one's have not yet been lit. Low scores do not mean that you are not a leader or capable of leading. They do suggest that, for whatever reason, your leadership is not coming out. You may want to reflect deeply on what these results mean for you. Be careful not to blame others or your environment as a way of letting yourself off the hook. Be careful about blaming yourself for constraints that are in your environment. Scoring low suggests that you have some difficult truths to face. Take heart in knowing that all great people have had to face themselves similarly. The truth will set you free, but first it will make you miserable.

Leadership Effectiveness

Leadership Effectiveness measures your perceived level of overall effectiveness as a leader. It is a summary measure and is a way of answering the question, “So in the end, how am I doing?”

Leadership Effectiveness (as seen by others) has been shown to be significantly correlated to business outcomes such as ROI, employee job satisfaction, employee engagement, turnover, etc. Research suggests that a high score on **Leadership Effectiveness** is associated with strong bottom line performance and low scores are, likewise, associated with poor business performance.

The questions that make up this scale are:

I am satisfied with the quality of leadership that he/she provides.
He/she is the kind of leader that others should aspire to become.
He/she is an example of an ideal leader.
His/her leadership helps this organization to thrive.
Overall, he/she provides very effective leadership.

If you score high

Your **Leadership Effectiveness** score is highly correlated to all the scores in the upper half of the circle. So, if you have strong scores in the upper half of the circle (and lower scores in the bottom half of the circle) your effectiveness score should be high.

If you score low

If your **Leadership Effectiveness** score is low, look first to the lower half of the circle to understand what might be causing this. Then, look to the upper half of the Circle to explore what you want to improve.

Action Planning Guide

An action planning form follows.

The first three columns are designed to help you reflect on what changes you want to make and to help you explore ways to make those changes that fit with how you learn.

The second half of the form will help you organize specific results you want, action steps to which you are committed, dates on which those steps will be completed, and who will hold you accountable to take those steps.

How to Use This Guide

1. Reflect back on your results and select the **Creative** Competencies you want to develop further. Then select the Reactive Tendencies that you want to change. Try to focus in on those Reactive Tendencies that work against the **Creative** Competencies you are trying to expand.
2. Refer to the Development Guide on the following pages. Read the suggestions for the areas in which you want to make changes. The development suggestions are organized by inner circle dimensions, so go to the page titled by the inner circle dimension that corresponds to the specific area for improvement that you selected. For example, if you want to improve your Mentoring skills, go to the page titled **Relating** and look for suggestions on how to improve. Do this for each area of improvement.

Remember you are not committing to any of these actions, you are simply writing down all possible ways to improve what would work for you. Be sure to include other ideas that are not listed in the Development Guide.

3. Feedback: Nothing accelerates change as much as increased awareness about what needs to change. One of the best ways to increase awareness is to increase the amount of feedback you are getting in the areas where you are trying to grow.

In the column provided, write the names of people who could provide you with feedback. Choose people who you trust will be honest and straightforward, as well as people who observe you behaving (or not behaving) in the ways you want to change.

(directions continued after action planning form)

1. Dimensions	2. Possible Course of Action	3. Feedback & Mentor Planning
<p>What creative skills do you want to improve?</p> <p>What reactive behaviors do you want to change?</p>	<p>What recommendations from the resource guide appeal to you?</p> <p>What other actions could you take?</p>	<p>Who could you ask to provide you with feedback on how you are doing?</p> <p>Who would be a good mentor?</p>
Creative Skill Area 1		
Creative Skill Area 2		
Creative Skill Area 3		
Creative Skill Area 4		
Reactive Tendency 1		
Reactive Tendency 2		
Other Improvements		

4a. Results You Want	4b. Action Steps	4c. Completion Date	4d. Accountability
Write an end results statement describing the change you will make and the impact of that change.	What specific action steps will you take?	When will you have completed this step?	Who could you make an agreement with to hold you accountable for taking this step?

When you solicit feedback:

- A. Listen without defending yourself and,
- B. Ask questions to get more information. Good questions include:

- What does that look like?
- What is the impact of that behavior on you, on others?
- What should I do differently?
- What should I do more of, less of, keep the same?

Finally, it is useful to set up longer term relationships for ongoing feedback and/ or mentoring. Put an asterisk (*) next to the people with whom you want to make an agreement to provide you with ongoing feedback and/or mentoring.

- 4. Select specific actions. Use the various lists you just completed to select the steps that would ensure your progress.
 - A. Write a result statement: a brief statement of what will exist in the future that does not fully exist now. Include how you are behaving in the future and the impact of that new behavior. Describe what you want to exist, not limited by doubts about what you think is possible.
 - B. Select specific action steps you will employ to start making progress toward your chosen results.
 - C. Write in a date by which you will complete each action step.
 - D. List the person that will hold you accountable for completing your action steps by the specified date. Accountability is very helpful for supporting change. When you set up an agreement for someone to hold you accountable, you are setting up periodic review meetings to report progress and plan next steps. List who could fulfill this function for each of the action steps listed.

Relating Development Guide

The basic strategy for improving your relationship and team skills requires a two-pronged approach. First, using strategies listed below (and others that you come up with), set goals and take concrete action that will help you learn these skills. Second (and this is also very important), focus in on the Reactive Tendencies that are limiting your ability to relate well—look at your strongest extensions in the bottom half of the *Profile*. Follow some of the recommended actions in that section of this development guide. When you simultaneously focus on creating what you want (high quality and performance relationships) and implement a practice that dismantles the opposite tendency, your progress is assured over time.

Recommended Actions

First, review and reflect upon the information you received from the *Profile*, both the quantitative sections and open-ended comments (if you received these). Work through the interpretation guide to ensure you have a broad understanding of your *Profile* and areas where you would like to focus further attention. Next, meet with your coach to review the *Profile* and consider what actions might be most relevant and meaningful to you. These could include any of the following:

Get Feedback. One of the most useful things you can do for yourself is to get a lot of feedback about your interpersonal style: what works, what doesn't.

Set Goals. Set goals for improvement in this “soft” area. Work with others to find ways to measure change—perhaps through feedback, perhaps through short periodic survey assessments.

Find a Mentor. Seek out a person who is good at these skills and can support you in learning them. Make an agreement for periodic coaching or mentoring. Spend time learning from and observing someone whose mastery you respect and admire.

Hire a Coach. A certified professional coach can be invaluable for making progress quickly. Also, one of the best ways to become a better coach is to learn coaching by being well coached.

Attend a Workshop. There are many very good workshops on Interpersonal Skills and Team Development. Consult with your coach on the most current workshops available. These may include workshops provided by your coach, The Leadership Circle, or other organizations.

Conduct a Team Building. Have an internal or external consultant conduct a teambuilding session with your team. This is a good way to learn about the impact of your behavior, create agreements for going forward, and improve performance.

Learn from Experience. Use emotional upsets or times when you catch yourself in old patterns of behavior as an opportunity to track down the source(s) of your self-limitation. Ask yourself, what was I feeling at that moment? What was I telling myself was at risk when I took that action?

Keep an Awareness Log. Develop the practice of a daily check-in to review how you treated people, feedback others have given you, and what you are learning about yourself.

Books

Love and Profit by James Autry

The 7 Habits of Highly Effective People by Steven Covey

Leadership is an Art by Max Dupree

Being Development Guide

The basic strategy for improving **Being** requires a two-pronged approach. First, using strategies listed below (and others that you come up with), set goals and take concrete action that will help you learn and grow. Second (and this is also very important), focus in on the Reactive Tendencies that are limiting you—look at your strongest extensions in the bottom half of the *Profile*. Follow some of the recommended actions in that section of this development guide. Become very self-aware about these tendencies. When you simultaneously focus on creating what you want and implement a practice that dismantles the opposite tendency, your progress in self-awareness is assured over time.

Recommended Actions

First, review and reflect upon the information you received from the *Profile*, both the quantitative sections and open-ended comments (if you received these). Work through the interpretation guide to ensure you have a broad understanding of your *Profile* and areas where you would like to focus further attention. Next, meet with your coach to review the *Profile* and consider what actions might be most relevant and meaningful to you. These could include any of the following:

Reflect on Your Purpose and Values. Knowing who you are, discerning your core values, and having a deep sense of personal purpose and vision are the sources of integrity and authenticity. Spend time in reflection and dialogue to discover and commit to that which is highest in you—that which is seeking full expression.

Practice Prayer or Meditation. Learn to practice a discipline that shifts your awareness from the demands of the external world. Cultivate your connection to the inner life.

Hire a Coach. A certified professional coach can be invaluable for making progress quickly.

Seek Feedback. Seek out feedback from others. Listen to it without getting defensive. Or, if you do get defensive, use your defensiveness as a way into self-understanding by learning how you respond to others.

Set Goals. Set goals for improvement in this crucial area. Work with others to find ways to measure change—perhaps through feedback.

Connect with a Mentor. Seek out a person who can support you in learning to be positively political. Spend time learning from and observing someone whose integrity you respect and admire.

Participate in Workshops. There are many good workshops that increase self-awareness. Consult with your coach on the most current workshops available. These may include workshops provided by your coach, The Leadership Circle, or other organizations.

Learn from Experience. Use emotional upsets or unexpected mishaps as an opportunity to track down the source(s) of your self-limitation.

Keep an Awareness Log. Develop the practice of a daily check-in to review how you engaged people, feedback others have given you, and what you are learning about yourself.

Books

Emotional Intelligence by Daniel Goleman

Servant Leadership by Robert Greenleaf

Synchronicity by Joseph Jaworski

Awakening Corporate Soul by Klein & Izzo

The Path of Least Resistance by Robert Fritz.

Man's Search for Meaning by Victor Frankl

Feeling Good and/or The Feeling Good Handbook by David Burns: These two books are extremely helpful for learning practical ways to reduce any reactive tendency. Not only are they helpful in that they provide descriptions of the major reactive patterns, but these books teach you how to change the inner assumptions that run ineffective behavior. *The exercises taught in these books are the single most effective way to gain self-awareness about a reactive pattern.*

The Empowered Manager by Peter Block.

The Leadership Challenge by Kouzes and Posner

Achieving Development Guide

The basic strategy for improving your ability to create results you envision requires a two-pronged approach. First, using strategies listed below (and others that you come up with), set goals and take concrete action that will help you learn these skills. Second (and this is also very important), focus in on the Reactive Tendencies that are limiting your ability to relate well—look at your strongest extensions in the bottom half of the *Profile*. Follow some of the recommended actions in that section of this development guide. When you simultaneously focus on creating what you want and implement a practice that dismantles the opposite tendency, your progress is assured over time.

Recommended Actions

First, review and reflect upon the information you received from the *Profile*, both the quantitative sections and open-ended comments (if you received these). Work through the interpretation guide to ensure you have a broad understanding of your *Profile* and areas where you would like to focus further attention. Next, meet with your coach to review the *Profile* and consider what actions might be most relevant and meaningful to you. These could include any of the following:

Write a Personal Purpose or Mission Statement. Take time to articulate your life purpose—why you are here, what you are here to create, what you want your legacy to be. Write it out.

Set Written Goals. Consider the major areas of your life and work and set goals in each. Post your goals in a place where you can see them daily.

Connect with a Mentor. Seek out a person who can support you in realizing your purpose and goals. Spend time learning from and observing someone whose mastery you respect and admire.

Hire a Coach. A certified professional coach can be invaluable for making progress quickly. A good coach will help you clarify direction and goals as well as support you in taking action toward those goals.

Build a Support Team. Both at work and in your personal life, surround yourself with people who will challenge you to stay focused on reaching your goals.

Learn from Experience. Notice when you are procrastinating or not making progress toward your goals and track down the source(s) of your self-limitation.

Link Daily Actions to Purpose. Use a day-timer to write down and track your daily actions. Link these to your long-term goals and personal purpose.

Take on a Challenge. Step up to a big challenge—at work or in the community—one that you care about, but don't know exactly how to accomplish.

Books

The Path of Least Resistance by Robert Fritz.

Man's Search for Meaning by Victor Frankl

Controlling Development Guide

The basic strategy for reducing controlling behavior, in any of the forms described in your Profile, requires a two-pronged approach. First, use the strategies listed below (and others that you come up with), to increase self-awareness about the inner assumptions that are running this behavior. Select a number of different strategies listed below and implement them. Second, focus on building the **Creative** Competencies (e.g., **Relating**) that are the opposite of **Controlling**. Follow some of the recommended actions in that section of this development guide. When you simultaneously focus on creating what you want and implement a practice that dismantles the opposite tendency, your progress is assured over time.

Recommended Actions

First, review and reflect upon the information you received from the *Profile*, both the quantitative sections and open-ended comments (if you received these). Work through the interpretation guide to ensure you have a broad understanding of your *Profile* and areas where you would like to focus further attention. Next, meet with your coach to review the *Profile* and consider what actions might be most relevant and meaningful to you. These could include any of the following:

Learn to Hold Back. Learn to balance your skills of taking control, assuming authority and being decisive with the ability to delegate, listen, facilitate, and allowing others to find their own way.

Listen. Give yourself the task of listening in a group. Practice getting good at being able to state others' positions so well that they would say, "Yes, that is exactly how I think and feel."

Hire a Coach. A certified professional coach can be invaluable for making progress quickly.

Check in with Yourself. Pause periodically during meetings to notice inner anxiety or urgency to get people to see it your way. Learn not to automatically react to this inner conflict. Develop a broader repertoire of behaviors for these moments.

Get Feedback. Support your growth by setting up agreements with people who will tell you the truth. Ask them to periodically give you candid feedback.

Keep an Awareness Log. Develop the practice of a daily check-in to review how you engaged people, feedback others have given you, and what you are learning about yourself.

Seek Therapy. Extreme scores in any of the **Controlling** dimensions suggest this option. A good therapist can be very helpful in supporting self-awareness about what is driving your **Controlling** behavior. He or she will also help you find and practice alternative strategies.

Body Scan. Pause periodically during the day to sense and release the tensions in your body.

Books

Memoirs of a Recovering Autocrat by Richard Hallstein

Beyond Ambition by Robert Kaplan

What's My Type by Hurley & Dobson

Feeling Good and/or The Feeling Good Handbook by David Burns: These two books are extremely helpful for learning practical ways to reduce any reactive tendency. Not only are they helpful in that they provide descriptions of the major reactive patterns, but these books teach you how to change the inner assumptions that run ineffective behavior. *The exercises taught in these books are the single most effective way to begin changing a reactive pattern.*

Protecting Development Guide

The basic strategy for reducing **Protecting** behavior, in any of the forms described in your Profile, requires a two-pronged approach. First, use the strategies listed below (and others that you come up with), to increase self-awareness about the inner assumptions that are running this behavior. Select a number of different strategies listed below and implement them. Second, focus on building the Creative Competencies (**Relating, Being** or **Achieving**) that are the opposite of **Protecting**. Follow some of the recommended actions in that section of this development guide. When you simultaneously focus on creating what you want and implement a practice that dismantles the opposite tendency, your progress is assured over time.

Recommended Actions

First, review and reflect upon the information you received from the *Profile*, both the quantitative sections and open-ended comments (if you received these). Work through the interpretation guide to ensure you have a broad understanding of your *Profile* and areas where you would like to focus further attention. Next, meet with your coach to review the *Profile* and consider what actions might be most relevant and meaningful to you. These could include any of the following:

Get Supportive Feedback. The best way to grow is to find a mentor who will support you and give you honest feedback.

Learn Emotional Intelligence. The distancing posture is essentially a withdrawal from emotion, both positive and negative. Seek out experiences (workshops, relationships, and groups) that will support you in making deeper emotional contact with yourself and others.

Listen. Give yourself the task of listening in a group. Practice getting good at being able to state others' positions so well that they would say, "Yes, that is exactly how I think and feel."

Hire a Coach. A certified professional coach can be invaluable for making progress quickly.

Check in with Yourself. Pause periodically during the day and ask yourself, "Do I feel connected to myself and to the people I am with?" If not, "What do I want? What is at risk for me?"

Seek Therapy. Extreme scores in any of the **Protecting** dimensions suggest this option. A good therapist can be very helpful in supporting self-awareness about what is driving your **Protecting** behavior. He or she will also help you find and practice alternative strategies.

Keep an Awareness Log. Develop the practice of a daily check-in to review how you engaged people, feedback others have given you, and what you are learning about yourself.

Body Scan. Pause periodically during the day to sense and release the tensions in your body.

Books

What's My Type by Hurley & Dobson

Beyond Ambition by Robert Kaplan

Feeling Good and/or The Feeling Good Handbook by David Burns: These two books are extremely helpful for learning practical ways to reduce any reactive tendency. Not only are they helpful in that they provide descriptions of the major reactive patterns, but these books teach you how to change the inner assumptions that run ineffective behavior. *The exercises taught in these books are the single most effective way to begin changing a reactive pattern.*

Complying Development Guide

The basic strategy for reducing **Complying** behavior, in any of the forms described in your *Profile*, requires a two-pronged approach. First, use the strategies listed below (and others that you come up with), to increase self-awareness about the inner assumptions that are running this behavior. Select a number of different strategies listed below and implement them. Second, focus on building the **Creative** Competencies (**Being** and **Achieving**) that are the opposite of **Complying**. Follow some of the recommended actions in that section of this development guide. When you simultaneously focus on creating what you want and implement a practice that dismantles the opposite tendency, your progress is assured over time.

Recommended Actions

First, review and reflect upon the information you received from the *Profile*, both the quantitative sections and open-ended comments (if you received these). Work through the interpretation guide to ensure you have a broad understanding of your *Profile* and areas where you would like to focus further attention. Next, meet with your coach to review the *Profile* and consider what actions might be most relevant and meaningful to you. These could include any of the following:

Hire a Coach. A certified professional coach can be invaluable for making progress quickly.

Set a Boundary. Find a safe context or relationship where you can practice saying “no.”

Make a Clear Request. Ask someone to do something for you—be very specific regarding what you want and when.

State Your Opinion. Give yourself the task of stating your opinion in a group even if no one agrees with you. (Success is speaking out, not convincing others).

Check in with Yourself. Pause periodically during the day and ask yourself, “What do I want, right now?”

Seek Therapy. Extreme scores in any of the **Complying** dimensions suggest this option. A good therapist can be very helpful in supporting self-awareness about what is driving your **Complying** behavior. He or she will also help you find and practice alternative strategies.

Body Scan. Pause periodically during the day to sense and release the tensions in your body.

Ask your Inner Authority. When you are not sure about what to do—ask your inner authority for advice and direction. Then take the advice.

Books

What's My Type by Hurley & Dobson

The Empowered Manager by Peter Block

The Path of Least Resistance by Robert Fritz.

Feeling Good and/or The Feeling Good Handbook by David Burns: These two books are extremely helpful for learning practical ways to reduce any reactive tendency. Not only are they helpful in that they provide descriptions of the major reactive patterns, but these books teach you how to change the inner assumptions that run ineffective behavior. *The exercises taught in these books are the single most effective way to begin changing a reactive pattern.*

TLC Follow Through Tool

Sample Goal

Indiciate One Goal

Category:

- o Relating
- Being
- o Achieving
- o Controlling
- o Protecting
- o Complying

Goal

In the next 3, 6, 12 months I will: {Circle a timeframe and describe your actions}

In the next six months, I will improve my communication skills through active listening so that

So that: {Describe the business benefit or pay-off}

my direct reports know exactly what is required of them and feel comfortable discussing their business needs with me.

Indicators of my progress will be: {Results evident to others}

Indicators of my progress will be positive feedback from 4 of my 6 direct reports.

Indiciate One Goal

Category:

- Relating
- o Being
- o Achieving
- o Controlling
- o Protecting
- o Complying

Goal

In the next 3, 6, 12 months I will: {Circle a timeframe and describe your actions}

In the next six months, I will communicate my vision and values consistently in a compelling manner so that

So that: {Describe the business benefit or pay-off}

all of my staff can clearly articulate a shared vision for our department.

Indicators of my progress will be: {Results evident to others}

Indicators of my progress will be positive feedback from 4 of my 6 direct reports.

Name

TLCFT Goal

Date

Indiciate One Goal

Category:

- ☐ Relating
- ☐ Being
- ☐ Achieving
- ☐ Controlling
- ☐ Protecting
- ☐ Complying

Goal

In the next 3, 6, 12 months I will: {Circle a timeframe and describe your actions}

So that: {Describe the business benefit or pay-off}

Indicators of my progress will be: {Results evident to others}

Indiciate One Goal

Category:

- ☐ Relating
- ☐ Being
- ☐ Achieving
- ☐ Controlling
- ☐ Protecting
- ☐ Complying

Goal

In the next 3, 6, 12 months I will: {Circle a timeframe and describe your actions}

So that: {Describe the business benefit or pay-off}

Indicators of my progress will be: {Results evident to others}

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