

MyStrength

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Welcome to your MyStrength Feedback Report

This report summarises your responses to the MyStrength Self-Assessment. It has been designed to provide you with insights about your areas of strength and potential areas for development based on your self-report ratings against behavioural statements aligned with the High Performance Management Competency Framework created by Harold Schroder, Tony Cockerill and John Hunt in the mid 1990's.

Background to the High Performance Management Competency (HPMC) Framework

The 11 competencies that comprise the framework were identified through extensive research carried out in the USA and UK. The competencies describe behaviours that have been empirically shown to distinguish between high performing and average performing job holders and can predict superior organisational performance across a wide range of organisations, industries and countries (Cockerill, Hunt, Schroder, 1995). In addition the research has shown that the HPMC's are particularly relevant in dynamic and changing environments such as those many of us find ourselves in today.

The great thing about behavioural competence is that it can be developed. Whilst some behaviours may come more naturally to you, because of your personality, motivation and experiences; it is possible to learn how to use the behaviours more effectively.

The 11 competencies are organised into four clusters:



About this report

This report will show you how you believe you typically behave at work by providing you with a summary for each of the 11 competencies. It will also help you to align and consider how you behave and get things done, with the competencies that you feel are most important for your current role or a role that you aspire to.

In addition the report will provide you with some guidance and tips about how you can develop your behavioural competence.

Read this report with an open mind. It is based on your self-report ratings only and therefore represents your own beliefs about the way that you work. It doesn't take into account the perceptions of others; or the impact the way that you behave has on others.



This self-assessment tool explores the extent to which you make use of the Good Early Performance and Managerial Strength behavioural indicators of each competency. For a behaviour to be considered a strength you must score highly in both level 3 and level 4 behaviours as you can not be successfully using level 4 behaviours without using level 3.

The report will encourage you to consider whether you ever make use of the Limitation level and will help you understand the impact that use of this level of behaviour can have for yourself as a manager and on those around you.

The report will also help you to consider your wider impact as a leader by helping you to explore the Leadership Strength level of the competencies. This level of strength is harder to achieve - it often requires you having the opportunity to use the behaviours.

The competency index score is calculated using an algorithm that looks at how frequently you use the good early performance level behaviours. This determines the appropriate weighting to give to the managerial strength behaviours that you use. We do this because managerial strength behaviours are only truly effective if under-pinned by consistent use (i.e. in the strength zone) of the good early performance behaviours. Managerial strength behaviours under-pinned by consistent good early performance adds considerably greater value than managerial strength behaviours underpinned by inconsistent use of good early performance behaviours.

Sharing your report

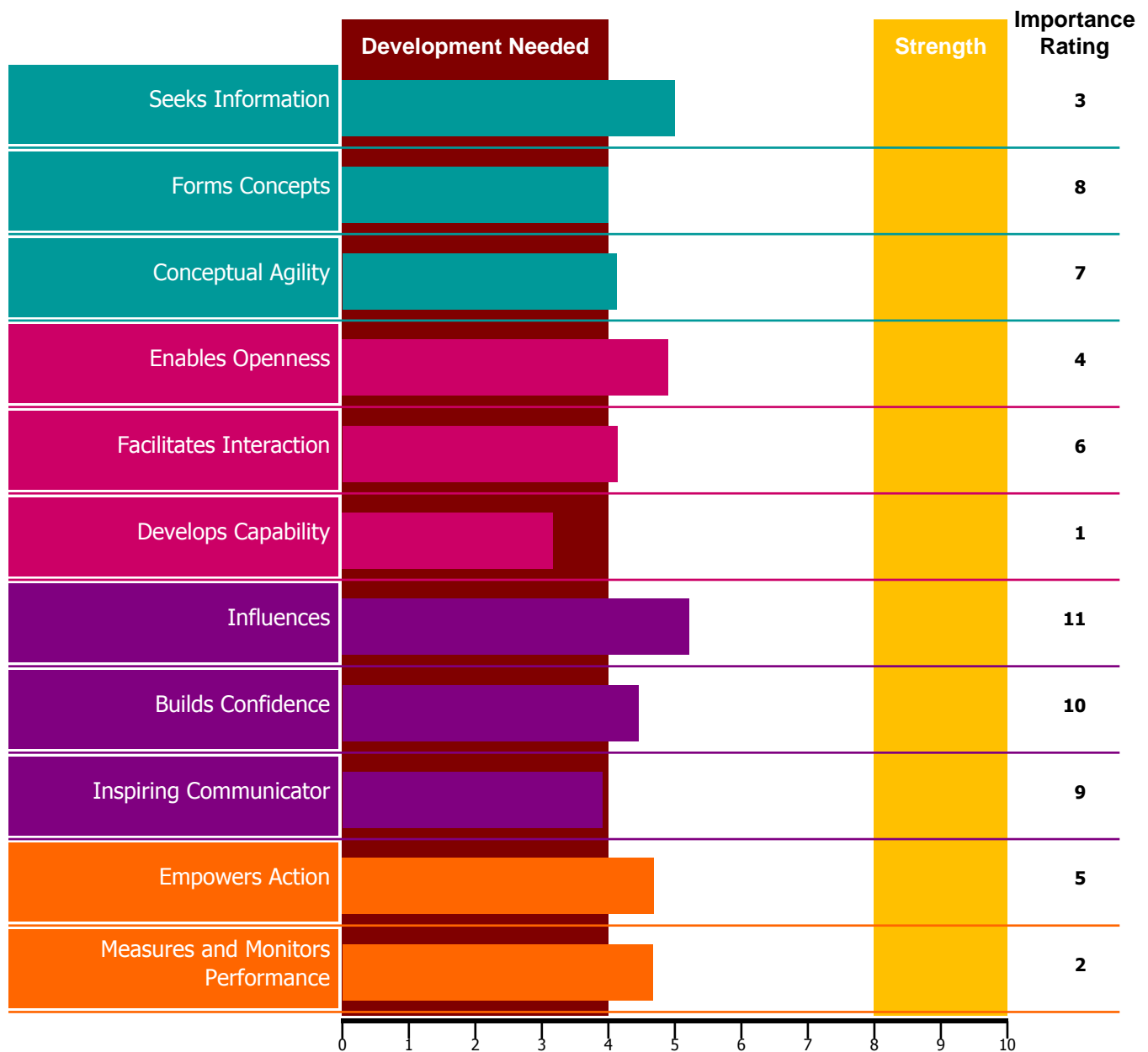
This report has been designed for your own use - to support your development. We encourage you to share the report with your manager; or whoever is supporting your personal development.

Your HPMC Strengths Profile

The graph below shows your HPMC MyStrength Profile, displayed by cluster.

The longer the line the more consistently and effectively you are using the behaviours of each competency. Those competencies that you score higher in are your areas of relative strength. To be using the behaviours with full effectiveness requires the bars in the graph to be within the **strength zone**. It is unlikely that you will have all behaviours within the strength zone - as mentioned before, we all have natural attributes derived from our personality and motivation that lend themselves to different competencies.

The graph also shows the importance rating that you gave each of the competencies (1 = least important and 11 = most important). You were rating the importance in terms of [your current role / a role you aspire to].



Your HPMC Profile Ranked by Score

The diagram below shows your HPMC Strengths Profile, displayed by cluster.

The longer the line the more consistently and effectively you are using the behaviours of each competency. Those competencies that you score higher in are your areas of relative strength. To be using the behaviours with full effectiveness requires the bars in the graph to be within the **strength zone**. It is unlikely that you will have all behaviours within the strength zone - as mentioned before, we all have natural attributes derived from our personality and motivation that lend themselves to different competencies.

The graph also shows the importance rating that you gave each of the competencies (1 = least important and 11 = most important). You were rating the importance in terms of [your current role / a role you aspire to].



Your HPMC Profile by Importance

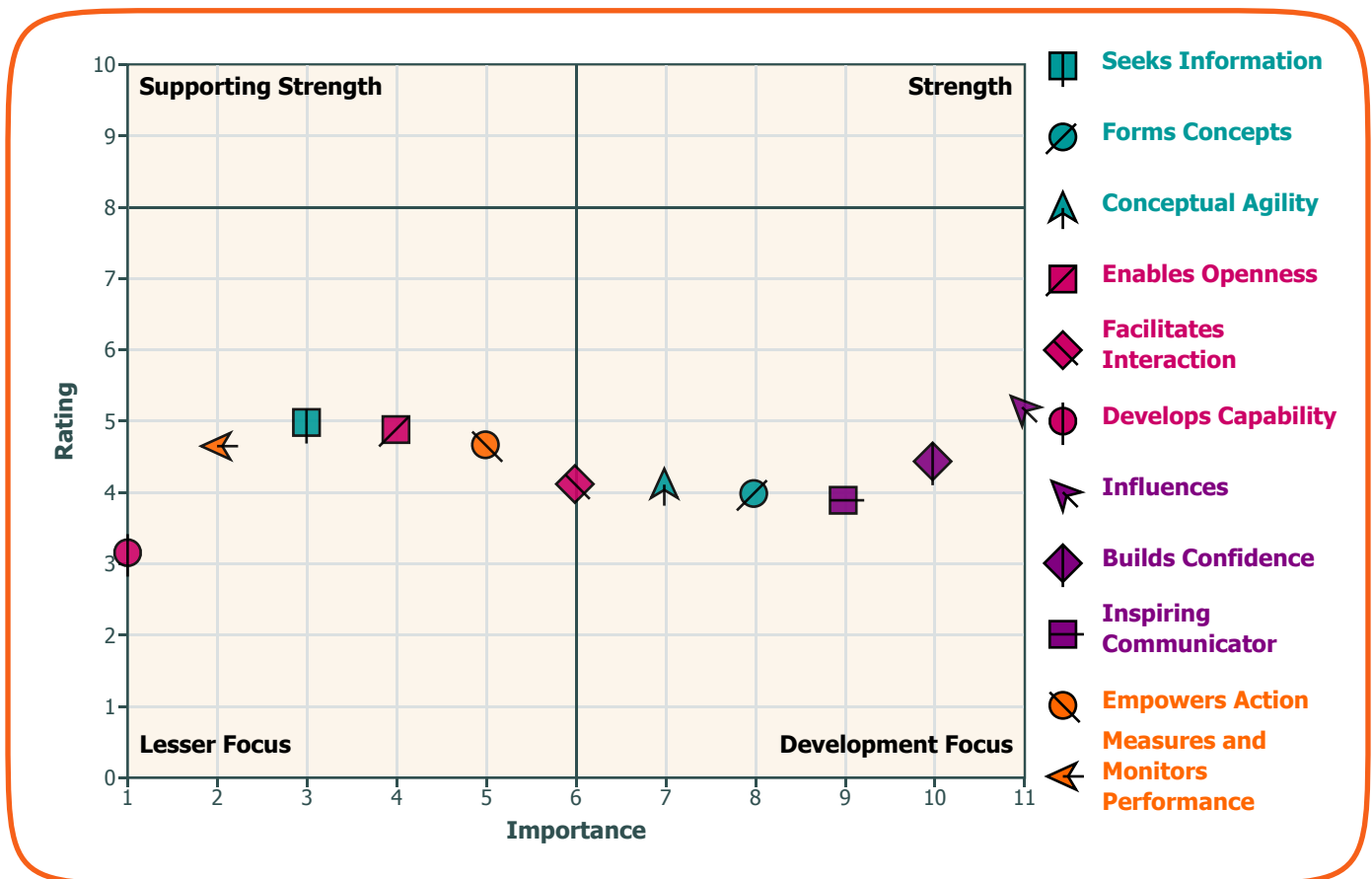
The graph below shows your HPMC Strengths Profile ranked by importance. It also reminds you of the importance rating you gave to each competency.

The competencies that appear at the top of the graph are those that are most important for your role; and those that appear at the bottom are least important. How have you scored in terms of the competencies that you feel are most important to your current role/the role you aspire to? Where would you benefit from focusing your attention?



Your Strengths and Development Needs Identifier

This chart will help to clarify where your strengths and areas for development are. Some may already be apparent to you, others may not. Remember the chart is telling you how your strengths and development areas compare to the importance of the behaviour to your role.



Strength - competencies you feel you perform well in and are important to your role. Continue to use these consistently as you are likely to be a role model to others. Review the detail paged for these competencies and reflect on whether you may be operating at the Leadership Strength level- are you helping to build a culture in which others use your strength competencies?

Supporting Strength - competencies you consider to be strengths, but are less important for your role. These competencies are where you have the potential to really add value to those around you. Consider how relevant they are for the role you want to move to next; talk with your manager about how these competencies could be better utilised by the organisation.

Lesser Focus - competencies you feel you are less strong in that are less important to your role. Reflect on these competencies and whether they offer an opportunity to support your strengths. Will you need to develop these for the next role you want to move on to?

Development Focus - competencies you consider yourself to be less strong in, and are important for your role. Review the detail pages for these competencies and reflect on whether you might also display limitations in these competencies. Take a look at the Development Activities pages and select some ideas that you can try to help you be more successful.

Your 'Development Focus' competencies

These are competencies you consider yourself to be less strong in, and are important for your role. Developing these behaviours will have the biggest impact on improving performance for your current role or future aspirations.

5.2	Influences	You are positive in your approach when needing to gain buy-in, persuade or influence others. You recognise that talking through the benefits or features of your ideas / products will lead to greater success than criticising others' solutions. In order to gain support for your ideas you focus on what you or your team will gain from your idea.
4.5	Builds Confidence	You are likely to be a confident decision-maker and as a result you create a sense of certainty by affirming your opinion and transmitting confidence in your own beliefs and ability. You stand firm in the face of adversity; tackling issues in a timely manner.
4.1	Facilitates Interaction	You engage in group discussions; sharing ideas and views willingly. You ask questions and contribute your own reflections in order to help the group build a shared understanding of a situation. You help the group to see the linkages, patterns or similarities in the different perspectives offered.
4.1	Conceptual Agility	You are likely to use concepts, models or frameworks in order to help you understand what is happening; these may have been generated by you, or by others. You are able to hold several of these concepts in your mind at the same time as opposed to using them in a linear fashion, moving from one to the next as you rule them out. You are likely to respond flexibly and positively in situations where there is ambiguity.
4.0	Forms Concepts	You are unlikely to look beyond apparent symptoms to identify the root cause. You may find it difficult to understand the ideas of others, especially if the information contradicts what you already know. You may also respond to others in an unconstructive manner, citing the reasons why you think the ideas of others will fail.
3.9	Inspiring Communicator	You probably struggle to get your point across; perhaps mumbling and lacking coherence in your oral communication. Or, you may speak too fast or find it hard to make eye contact with others. You may not always structure your ideas in a way that can be easily conveyed to others - perhaps you are dealing with complex technical information and you struggle to translate this for your listeners.

Your 'Lesser Focus' competencies

These are competencies you feel you are less strong in that are less important to your role. Reflect on these competencies and whether they offer an opportunity to support your strengths.

5.0	Seeks Information	You are likely to gather information relative to the task at hand. You are likely to seek to develop an in-depth understanding of the task at hand by carrying out a thorough search for relevant information. Others might see you as the expert or 'go-to' person for that situation or issue.
4.9	Enables Openness	You are likely to be eager to understand others; asking open-ended questions to find out what they think and feel and why. You typically respond in a non-judgemental manner so that others feel safe to share information about themselves. You are likely to take time to build rapport with others.
4.7	Empowers Action	You create simple plans outlining actions and responsibilities. You are happy to take on additional responsibilities and will look beyond existing processes and procedures if it helps to achieve objectives. You are likely to have a strong sense of personal control - you will believe that you can make things happen without relying heavily on those above you.
4.7	Measures and Monitors Performance	You are attentive to the need for continuous improvement. You identify and set targets and goals relevant for the required work output of the team. The goals, objectives or targets are designed to drive improvement of some aspect of how effectively the team functions. You will seek feedback to enable you to monitor progress and will provide feedback to others so that they can understand their own progression.
3.2	Develops Capability	You may lack awareness or interest in your own development; having a fairly fixed mindset about your capabilities. You may see development as something that is driven by the organisation or the individual and prefer to leave your team to their own devices. You are likely to talk with your team about their development needs; but you may not always follow through to make the development activity happen.

Your results in detail

The following sections provide your results competency by competency. For each you will see a graph that shows your average score for the behaviours associated with Good Early Performance Level and for those at Strength - Managerial level. You will find descriptions to help you understand what these two levels look like in practice; and also your importance rating.

As mentioned before, for each competency you will also find guidance to help you explore the Limitation level use of the behaviour; and the Strength - Leadership level.

Finally you will find guidance and tips for you to consider in order to develop the competency.

Please note that whilst each competency has been segregated into distinct behaviours for the purposes of assessment you will find that a blend of the behaviours within the competencies is what enables you to achieve and be successful on a day-to-day basis.

When considering your development goals it is useful to think about the challenges you face and the blend of competencies that will help you succeed. For example for really successful influencing you need to make use of not just 'Influences' but also 'Enables Openness', 'Seeks Information', 'Forms Concepts', and 'Inspiring Communicator' (and probably other competencies too depending on the situation).

The detail pages shows the composition of each competency index score by showing you your score for the good early performance and managerial strength behaviour elements of each competency. The score is simply the average rating for each behavioural level. Remember, for the competency to be a true strength you need to be using the behaviours consistently at the good early performance level (i.e. in the strength zone) as well as the managerial strength behaviours. Although you may score highly on a managerial strength behaviour element of a competency this won't be fully recognised in the overall competency index score if your good early performance score is not within the strength zone. You will need to consider what the good early performance behaviours are and how you can build these into your working practices more consistently.

Seeks Information - Rich and broad information gathering

Importance Rating 3



You are likely to gather information relative to the task at hand. You are likely to seek to develop an in-depth understanding of the task at hand by carrying out a thorough search for relevant information. Others might see you as the expert or 'go-to' person for that situation or issue.

Potential Limitations

Ask yourself the following questions; do you...

- ... ever disregard information that appears to go against what you think or feel?
- ... look to find fault with information that doesn't align with what you believe?
- ... ignore what others are saying if it's different to what you think?
- ... hold on to information that others might be able to use?
- ... distort or twist information so that it tells the story you want it to?

Doing any of the above can have a negative impact on you and on those around you. It can mean that you make errors or mistakes when making decisions as you are working with incomplete information. It can also mean that you are preventing others from making effective decisions by with-holding information. As a manager, it may mean that you are role-modelling behaviour that encourages others to under-value the importance of a rich and broad information gathering and sharing environment. The ideas that you and your team come up with are likely to be obvious as opposed to creative, innovative and ground-breaking.

Managerial Strength

Reflect on your past achievements; have you ever...

- ... implemented a mechanism that enables others to search or store information e.g. a database for storing information about customers / competitors; a survey to find out about the features of competitors' products
- ... set up access to industry news e.g. created a intranet page summarising news; or a blog to share information; perhaps you've initiated a rota for your team so that everyone blogs on a regular basis for the purposes of ensuring everyone is up to date
- ... set an agenda item for your team meetings which requires everyone in the team to share a new piece of information

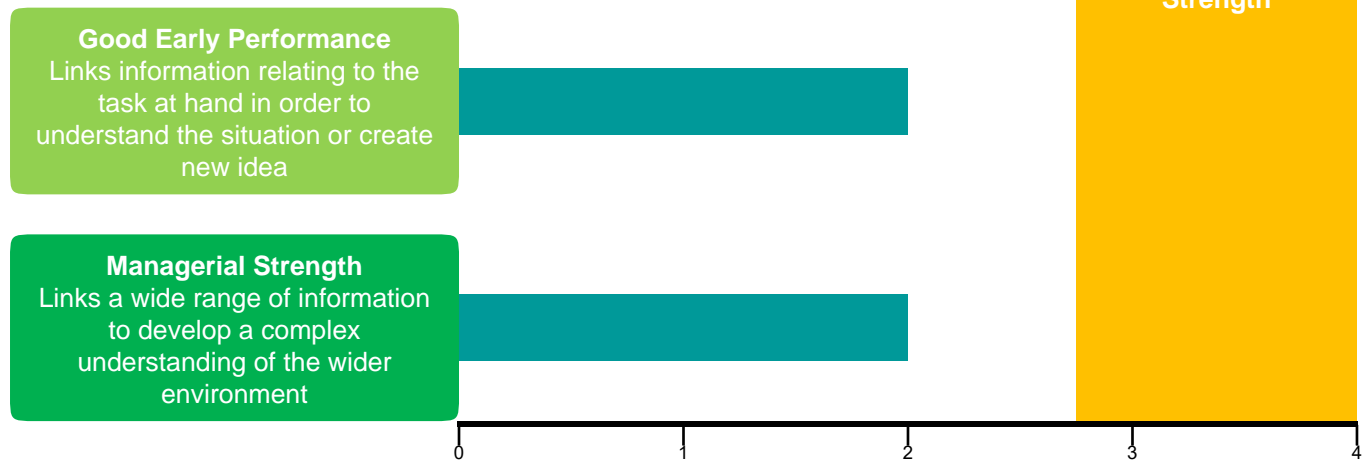
Taking action such as those described above encourages others to make use of the Seeks Information behaviour. Through these actions' you role model the importance of, and value you place in, thorough research and information gathering. You encourage others to think broadly so that down the line they can use the information to make informed and possibly really innovative decisions.

Development Activities:

- Talk to your peers and encourage your team to do the same in order to understand where they get their information from
- Conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) on the task or project that you are tackling. If you can't complete a section, then you probably need to find out some further information
- Find ways to enable your team to collect and keep information on their customers: press cuttings, web research, market research, sales figures, company information and annual reports
- Conduct focus groups with stakeholders and/or customers to understand what they see as the organisation's strengths and weaknesses
- Develop 5 key questions that will provide a framework for actively considering market conditions and competitor offerings
- Stay current with business events: read the right periodicals, watch the business channels, review and record issues that affect the organisation
- Arrange a team forum to share knowledge and views and enable team members to openly share their insights
- Develop/use customer satisfaction surveys to assess how well their needs are being met and identify new opportunities to grow the relationship/ account value
- Develop a process to track trends in customer feedback
- Use the PEST structure (Political, Economic, Social, Technical) to develop questions to really understand a situation

Forms Concepts - Idea and solution generation that addresses causes not just symptoms

Importance Rating 8



You are unlikely to look beyond apparent symptoms to identify the root cause. You may find it difficult to understand the ideas of others, especially if the information contradicts what you already know. You may also respond to others in an unconstructive manner, citing the reasons why you think the ideas of others will fail.

Potential Limitations

Ask yourself the following questions; do you...

- ... use concepts or plans based on irrelevant data or is what has been done before?
- ... respond unconstructively to new ideas; perhaps citing why an idea won't work?
- ... use the ideas or concepts of others without checking their relevance?
- ... struggle to understand the ideas or concepts of others?

Doing any of these on a regular basis can mean that you fail to fully understand the environment in which you are operating in. Potential ideas, solutions or plans that you may identify are likely to fall short of fully solving problems. It is essential to exercise great care when articulating your misgivings of others ideas - you may appear overly-critical or obstructive. In the long-term others may decide not to share their ideas with you. If you often struggle to understand the ideas or concepts of others you may appear closed off to ideas that don't match your own and in the long run others will only present you with information that confirms what you already know.

Managerial Strength

Reflect on your past achievements; have you ever...

- ... created a process that encourages others to create broad and innovative concepts e.g. requiring others to create white papers or research notes that document how new ideas and concepts have been formulated
- ... created a mechanism that tracks a variety of data to identify trends that help to explain what's happening in your industry
- ... implemented IT tools that enable others to build a rich network of data so that new idea / products / solutions become apparent
- ... consistently reinforced the need to incorporate information from a wide range of sources so that concepts are complex and encompass a big picture

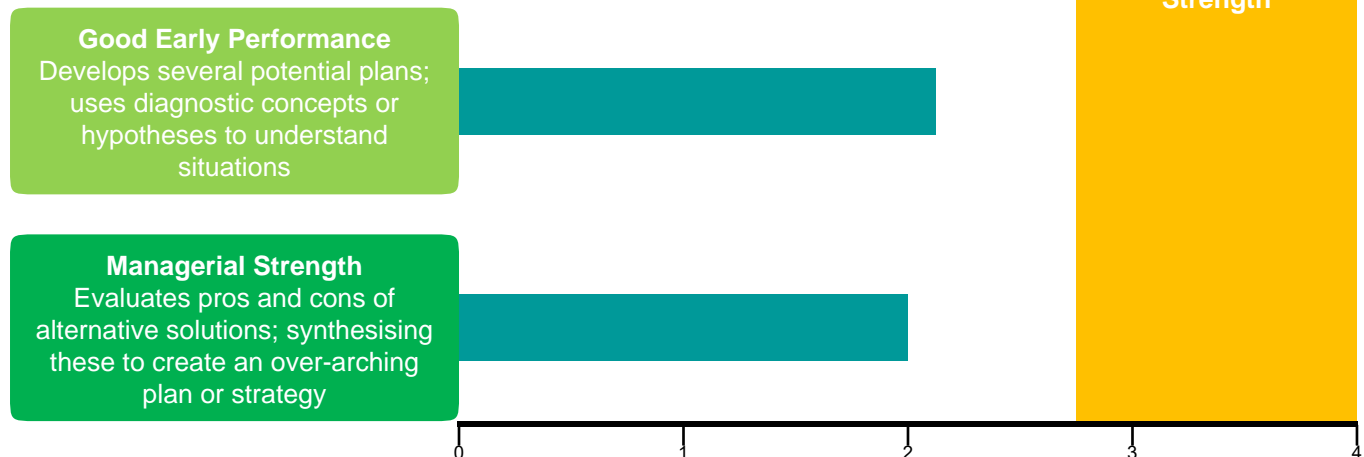
Through activities such as these you are ensuring that others are making effective use of Forms Concepts. The ideas developed by your team are more powerful; everyone is able to keep abreast of new trends in information that is relevant to your teams' objectives. You encourage others to build a rich understanding of the factors influencing the current situation so that their ideas, plans, and solutions are really clever.

Development Activities:

- Challenge yourself to think if there is any other possibility. We often use ideas that have worked for us in the past. Double check the information that has lead you to an idea or potential solution. Have you really taken everything into account?
- Make use of mental exercises and techniques designed to increase ideas generation e.g. gap analysis, running what if scenarios, brainstorming, asking 'what's missing', visualising the problem by creating a diagram or mind map it out onto paper etc
- Practice mental agility using crosswords, Sudoku, taking a course in a creative discipline that is new to you, learning to play chess etc
- Don't leap to an answer or response straight away. If you find yourself offering up reasons why an idea won't work; first challenge yourself to see the reasons why it could work. Talk these through with others before giving the reasons why you think an idea won't work.
- Be open to trying new ideas, and accept that they may fail. As the inventor of the lightbulb, Thomas Edison, said "I have not failed. I have just found 10,000 ways that won't work"
- Value the detail: becoming immersed in the detail is necessary for the development of new ideas and solutions:
 - Study the issue, talk with others, and look for parallels with other issues. If your response is 'I don't have time' then this may be a major contributor to lacking fresh ideas
 - Think out-loud. Use others as a sounding board to discuss your ideas; you may be surprised how much you know. Ask others to question your preconceptions and ideas – they can help you uncover the key principles that underpin your approach...
 - Pick out anomalies or facts that don't fit, and rather than brushing them aside actively ask what these facts imply, thinking in terms of opposites. What if the opposite were true? What would this tell you?

Conceptual Agility - Evaluation of alternatives, options and solutions to find the best way

Importance Rating 7



You are likely to use concepts, models or frameworks in order to help you understand what is happening; these may have been generated by you, or by others. You are able to hold several of these concepts in your mind at the same time as opposed to using them in a linear fashion, moving from one to the next as you rule them out. You are likely to respond flexibly and positively in situations where there is ambiguity.

Potential Limitations

Ask yourself the following questions; do you...

- ... prefer to tackle the different options available to you one at a time?
- ... find ambiguity unsettling?
- ... struggle to see things from other people's perspectives?
- ... respond negatively to suggestions of change?

If you find yourself saying yes to these questions you may be finding it hard to respond positively to plans for change. It may be that you feel agitated or frustrated when other suggest new ways of doing things as you like things to stay the same. If your team come to you with multiple ideas you may need time to work through those ideas. This could mean that decision-making slows down and others aren't able to work effectively. You may also be inadvertently encouraging your team to stick with the tried and tested as opposed to identifying powerful solutions to the problems faced by them and the rest of the team.

Managerial Strength

Reflect on your past achievements; have you ever...

- ... created a process that encourages others to create diagnostic concepts or models that they can use to understand situations or evaluate options
- ... consistently reinforced with your team the need to consider different perspectives and options
- ... consistently encouraged others to thoroughly evaluate options before deciding on a course of action
- ... created a mechanism, or implemented a process that requires others to put forward more than one possible solution with reasoning and recommendations of which is the most viable

Developing a culture that values different perspectives and evaluating options creates teams and organisations that strive towards solutions that have been well thought through. Role-modelling how you always consider multiple options; how you synthesise the different solutions into an over-arching plan or strategy enables those around you to see the benefits it brings and how to do it. It encourages others to do the same so that mistakes and errors are less likely to be made. A systematic approach, through processes or decision-making mechanisms helps to ensure that everyone understands and appreciates why a decision has been made.

Development Activities:

- Ask other people for their views on the pros and cons of an issue to identify different perspectives and to uncover potential conflicts, gaps and ambiguities that need to be resolved
- Every time that you come up with one solution, force yourself to think of and capture at least two other ways of dealing with the same problem. Write all of these ideas down and then write lists of pros and cons for each of them
- In a team meeting, ask each person to think of a different way of dealing with the same issue. Talk through the different solutions in turn before deciding on which one to go with
- Pause. Life is about a balance between analysis and action. Take time to identify alternative courses of action
- Look for patterns and/ or common themes running through different perspectives or approaches. Are there aspects of different approaches which can be recombined to produce a superior course of action?
- Be honest with yourself about your own favoured solutions, opinions, beliefs - we all have them. Be careful of their influence on your decision making; do they mean that credible alternatives are not fully thought through or ignored...?

Enables Openness - Interactions characterised by mutual respect and interest in what others think and feel

Importance Rating 4



You are likely to be eager to understand others; asking open-ended questions to find out what they think and feel and why. You typically respond in a non-judgemental manner so that others feel safe to share information about themselves. You are likely to take time to build rapport with others.

Potential Limitations

Ask yourself the following questions; do you...

- ... forget to ask others questions about how they might be feeling?
- ... discredit other people's opinions as not being important?
- ... respond in a judgemental way - verbally or through your body language?
- ... find that you don't know what your team thinks about a change?
- ... ever share information that has been given to you in strictest confidence?

Creating an open and trusting climate within your team is key to the success of the team. If you haven't achieved this you may find that you don't find out about mistakes or errors until there's a real problem as your team are probably afraid of the consequences of bringing issues to you. You may find that you are trying your hardest to keep your staff motivated; but you're just not getting it right. If you haven't taken time to find out about the individuals in your team you are probably failing to motivate them in the way they find rewarding. This behaviour has a huge impact on your ability to influence effectively. You need to use it in order to be able tailor your influencing style.

Managerial Strength

Reflect on your past achievements; formalised

- ... do others come to you with issues before they become problems
- ... do others openly share with each other during team meetings any issues they have
- ... do your customers trust you with information about themselves
- ... have you created a mechanism, or implemented a process that enables others to share what they think and feel e.g. feedback surveys; exit interviews; 'start, stop, continue' reviews in team meetings

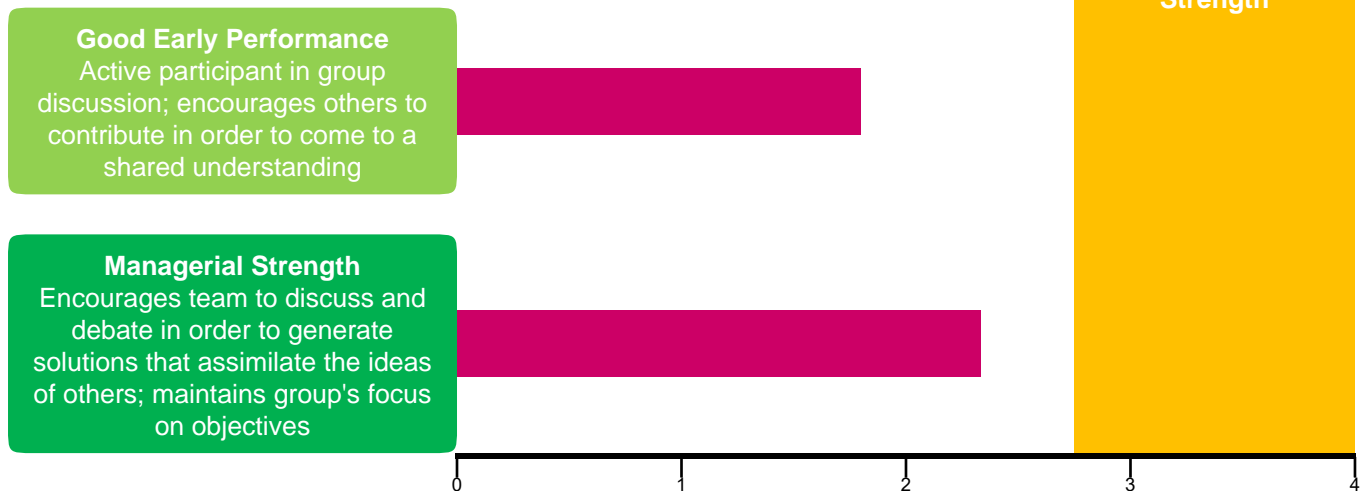
This behaviour really is about how others respond to the way that you interact with them. Ask colleagues, your manager, and direct reports whether they feel that they can really share with you their thoughts and opinions. If you recognise any of the limitations there is of course the risk that they'll agree with you and you won't get a true reflection of their perceptions. Consider how you can be more systematic about gathering feedback - it doesn't have to be a survey. Don't forget that once you gather feedback about opinions and ideas you must respond back - you must do something with the information you have been given.

Development Activities:

- Observe someone who is a role model for Enabling Openness. What do they say and do to understand the views and ideas of others? How do other people respond to them? How do they demonstrate that they are actively listening and attempting to see the issue concerned from the other person's perspective?
- Are there tense/confrontational interactions? If you are being attacked verbally by someone else, remember that usually hitting back is not effective. Absorb the venom and don't react directly. Listen, nod, and ask open clarifying questions such as 'why is it that you feel that way? What can I do to help? So you think I need to...' Restate their position, and basically keep them talking until they have exhausted their emotions, then redirect the conversation to the issue and not the people involved.
- Are there selective interpersonal skills? Sometimes we are more comfortable and open with some people rather than others e.g. being ok with direct reports but uncomfortable with senior colleagues. Do what you do when comfortable with those that you are not.
- When sharing your own views and stance on an issue, take time to explain why you take that position rather than just stating your case. Statements and closed discussions potentially may give others the impression that you have a rigid stance on an issue. Begin with moderate rather than extreme statements (e.g. This (incident) made me question how good an idea it is to hire a friend rather than 'never hire a friend')
- Keep a log of situations in which you feel you demonstrated Enabling Openness at the targeted levels, and situations in which you did not. Pay particular attention to critical incidents that provided opportunities for you to:
 - Identify underlying concerns that are not explicitly stated by others
 - Hear the emotions that accompany an expressed statement
- Practise Enabling Openness with strangers at a social/work gathering. Your goal is to disclose something about yourself that you would not normally talk about at work. Ask open questions (who, why, what, etc) to open a conversation that you would not normally have.
- Remember that one of the best ways to develop trust is to prove yourself worthy of it, i.e. by listening to and respecting what has been shared with you. If you ask for people's opinions then take no notice of their suggestions, would they feel you are really interested in them? Actions speak louder than words! Follow through and demonstrate that you value their views.

Facilitates Interaction - Active participation in group discussions and encouragement of others to contribute

Importance Rating 6



You engage in group discussions; sharing ideas and views willingly. You ask questions and contribute your own reflections in order to help the group build a shared understanding of a situation. You help the group to see the linkages, patterns or similarities in the different perspectives offered.

Potential Limitations

Ask yourself the following questions; do you...

- ... keep quiet during group discussions and later approach others who were in the meeting to share your ideas?
- ... cut across others because what you have to say is interesting or important?
- ... stop a member of your team from attending meetings with other departments?
- ... find that others keep quiet in meetings while you do most of the talking?
- ... arrange 1-1's with your staff to gather their ideas rather than having team meetings?

Any of these can have an impact on the performance of your team. Actively preventing your team from collaborating with others creates and reinforces silos. This reduces the sources of information and insight that your team have to work with. Keeping your ideas to yourself, or just sharing them with one or two people reduces the opportunity for ideas to be evaluated or assimilated with the ideas of others. Cutting across or interrupting others will, over time, lead to others deciding that it's not worth putting their ideas forward.

Managerial Strength

Reflect on your past achievements;

- ... have you created mechanisms for people to come together to discuss plans and ideas, e.g. regular brain storming sessions; cross-departmental working parties?
- ... have you designed and implemented a strategy that encourages cross-boundary working?
- ... do you consistently reinforce the benefits of working collaboratively, encouraging your team to make and maintain contact with colleagues outside the team
- ... take actions that systematically reduce silos and territorialism

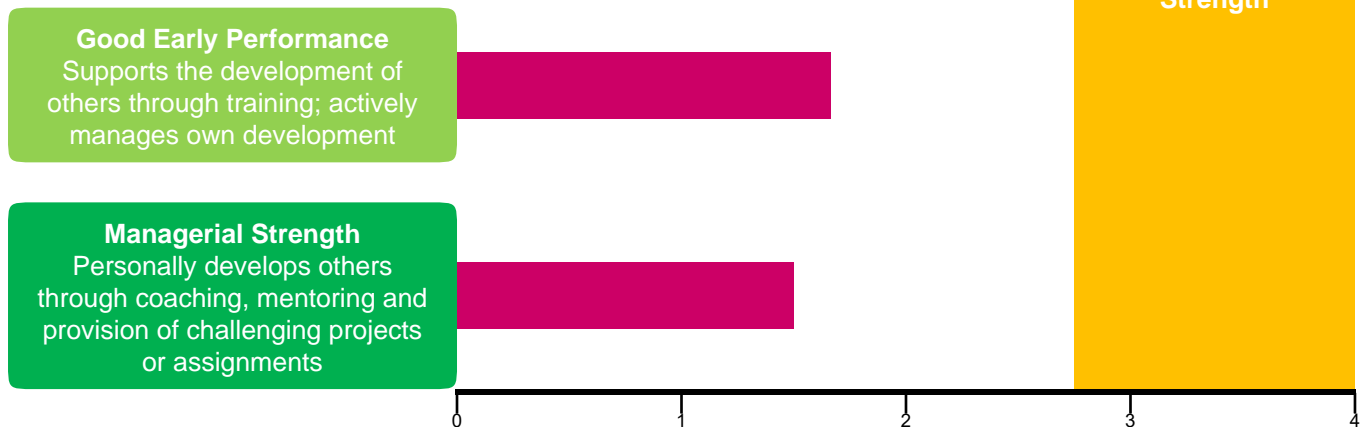
Strength - Leadership level use of Facilitates Interaction is about role-modelling the effective use of the Good Early Performance and Strength - Managerial levels. It is about sending out a strong message of the value and benefits of working collaboratively as working in this way encourages the sharing of ideas.

Development Activities:

- If you are normally quiet in meetings practice speaking up, one way of doing this is building on the point of someone else who has already spoken
- In meetings, ask other team members' views, particularly quiet members and then acknowledge their contributions by summarising or linking their views to others' in the group
- If you usually voice your views quickly, don't offer your opinion until many others have offered theirs
- If you disagree with someone in a team meeting, first acknowledge that person's point of view before offering your opinion
- When you are working on projects or tasks, organise workshops, meetings or focus groups to involve other people in your team or from across the organisation who might be able to provide a different perspective
- When there is conflict or disagreement in a group, facilitate by pointing out the similarities between view points first and then help find ways to overcome the differences by exploring the differing views, bringing others in to the discussion
- Encourage your team to meet with colleagues in other departments. You may need to facilitate introductions.
- Invite colleagues from other departments to come along to your team meetings. Ask them to talk about what they do and how it links with your team.
- Observe colleagues to seek out role models who are effective facilitators; watch how they help the flow of discussion in group situations or team meetings. How do they interrupt and get their point across; how do they summarise what's been discussed so far.

Develops Capability - Building capability by providing constructive feedback, coaching and training.

Importance Rating 1



You may lack awareness or interest in your own development; having a fairly fixed mindset about your capabilities. You may see development as something that is driven by the organisation or the individual and prefer to leave your team to their own devices. You are likely to talk with your team about their development needs; but you may not always follow through to make the development activity happen.

Potential Limitations

Ask yourself the following questions; do you...

- ... find that you never have time to talk with individuals in your team about their development?
- ... find that you end up doing tasks that you could delegate to others because you don't think they'll do the task as well as you?
- ... fail to reflect on how you could be even better at your job?
- ... avoid asking for feedback about your own performance?
- ... refuse someone a development opportunity such as training without thinking how else you can fulfil their development need?

Balancing the demands of getting the work done and taking time to reflect on your own development or talk with your team is one of the toughest challenges a manager faces. If you don't do this, you won't be developing the capabilities that you need to be successful in your role or to progress your career. It can also mean that the individuals in your team are de-motivated and their engagement with their role begins to drop because they either lack challenge, or the challenges are too hard for their capability. The organisation won't have the skills and capabilities it needs to grow and challenge its competitors.

Managerial Strength

Reflect on your past achievements;

- ... have you mapped the current capabilities and developmental needs of your team or department
- ... have you instigated a development programme to build capability i.e. training, coaching or mentoring
- ... do you encourage others to focus on developing the capability of their teams

Using the competency at this level means that you are having a strategic impact on the way the organisation values development. It creates a culture in which challenge and personal development are seen as a key driver of organisational performance. Employees are encouraged to solve problems for themselves because the typical management style is one of coaching and mentoring. And the organisation ready for the next challenge because succession planning forms a corner-stone of talent management. The organisation has a strategic plan that addresses how it will develop the capability of its most important resource, it's people, to meet the demands of the future.

Development Activities:

- Find out about coaching and mentoring. Coaching is typically characterised by the individual being coached working out the answers for themselves; whereas a mentoring relationship is much more about advising and sharing expertise.
- Arrange for multiple people to give you and/or your team members feedback on key strengths and development to get a more rounded view of capability.
- Set up a 'buddy' system within the team so that individuals can give direct constructive feedback to their buddy as and when required
- Ask for access to 360 degree feedback tools to judge progress against specific behavioural development goals
- Start to give real time feedback relating to agreed development actions. If you find giving constructive feedback difficult ask for advice from HR or a mentor; seek out training or search the internet for best practice.
- Develop personal development plans that are relevant and achievable. Development plans should include activities that the individual will find stretching and challenging
- Ruthlessly follow up on agreed personal development actions on a regular basis to ensure forward momentum is maintained and not lost in delivering the 'day to day' work
- Identify challenges that you'll be facing over the next 12-18 months; how will you achieve them; what will you need to do differently to be effective. Do the same for your team members.
- Identify a coach or mentor within the business and sell the idea of coaching or mentoring you to them. Think about what might be in it for them
- Organise work and opportunities between yourself and the team to ensure that they have a variety of different challenges to address
- Look out for secondments of challenging projects that you or your team members can take on to provide stretch development

Influences - Forming relationships, which genuinely benefit both parties.

Importance Rating 11



You are positive in your approach when needing to gain buy-in, persuade or influence others. You recognise that talking through the benefits or features of your ideas / products will lead to greater success than criticising others' solutions. In order to gain support for your ideas you focus on what you or your team will gain from your idea.

Potential Limitations

Ask yourself the following questions; do you...

- ... find that your ideas fall on deaf ears?
- ... feel uncomfortable in situations when you need to sell your ideas?
- ... struggle to gain buy-in for your plans?
- ... expect others to do what you ask them to because you have more authority than them?

Ineffective influencing can mean that even if you have great ideas you will struggle to get anyone to buy-in to them. It can mean that you don't get the resources you and your team need to do your jobs. It can also mean that your team are unsure of why they are being asked to do things which in turn leads to lowered levels of engagement and work performance.

Managerial Strength

Reflect on your past achievements;

- ... do you encourage others in your team to plan out their strategy for selling their ideas or your products and services of the business?
- ... have you provided opportunities for others to network and build relationships with others?
- ... do you seek out alliances with other businesses in order to bring mutual benefits to all?

At this leadership level, you are taking action that enables others to be successful influencers and negotiators. By providing opportunities for others to grow their network you enable them to access people who can help them be successful in achieving their objectives. You ensure that the organisation becomes a trusted partner to your clients and open up opportunities that both will benefit from.

Development Activities:

- Keep cool: displaying emotional reactions may lead others to think that you are uncomfortable when influencing. Identify/ ask others what emotional reactions they see you do when attempting to influence others e.g. impatience, interrupting, fidgeting, etc
- Treat people as individuals; each is different and can be reached by different influencing tactics. Take the time to observe them. If you can predict what they like/dislike then you can adjust your influencing tactics to suit the person, the issue and the situation
- Are there groups or individuals that you struggle to influence? Is it because you dislike them? Do you struggle to identify with their views/agenda? Ask yourself why they adopt their position, and what they are trying to achieve.
- Prepare before you go into an influencing situation. What are the features / benefits of your idea, plan, product or service. Which of those features are relevant to the individual you want to gain buy-in.
- Be flexible: always have an influencing plan but be prepared to flex it according to what you experience. Work out alternative routes and tactics to achieve your goals, including gaining support from other key stakeholders
- When negotiating, be clear in your own mind about the things that you will and will not give up. Have parameters
- Draw your own stakeholder plan. Be clear about the inter-dependencies between the different groups and individuals. Note down the relevant facts about each of the individuals. What are they trying to achieve? What are their likes and dislikes? Who do they have good relationships with? Plan how you will build your own credibility with them

Builds Confidence - Creating a climate that is motivating, engaging, confident and optimistic.

Importance Rating 10



You are likely to be a confident decision-maker and as a result you create a sense of certainty by affirming your opinion and transmitting confidence in your own beliefs and ability. You stand firm in the face of adversity; tackling issues in a timely manner.

Potential Limitations

Ask yourself the following questions; do you...

- ... find that performance issues in your team members difficult to tackle?
- ... prefer to agree with what others say, rather than sharing your own opinion?
- ... change your mind about where priorities for your team lay?
- ... find that your team are confused about the objectives they are working towards?
- ... penalise others for decisions they've made that were wrong?

If you display any of the limitations described above it is likely to mean that your team aren't performing as they need to be. Under-performers are continuing to affect those around them leading to frustration in others and missed targets. Teams require clear direction so that they understand the objectives they are striving for; this needs you to make decisions in a timely manner. The business and your team need you, as the expert on your part of the business, to have and state your opinions. Others may not agree with you and through discussion you may change your views; but you need to be clear what you think.

Managerial Strength

Reflect on your past achievements;

- ... have you created mechanisms that enable the organisation to celebrate its successes internally?
- ... have you set up a system so that employees can recognise the achievements of others, such as an awards scheme?
- ... have you put in place a means for sharing successes and achievements externally to your industry and customers i.e. blogs; case studies; PR?
- ... do you ensure that decision-making within the business is carried out within a climate where people are not afraid of what will happen if the decision they make is the wrong one?

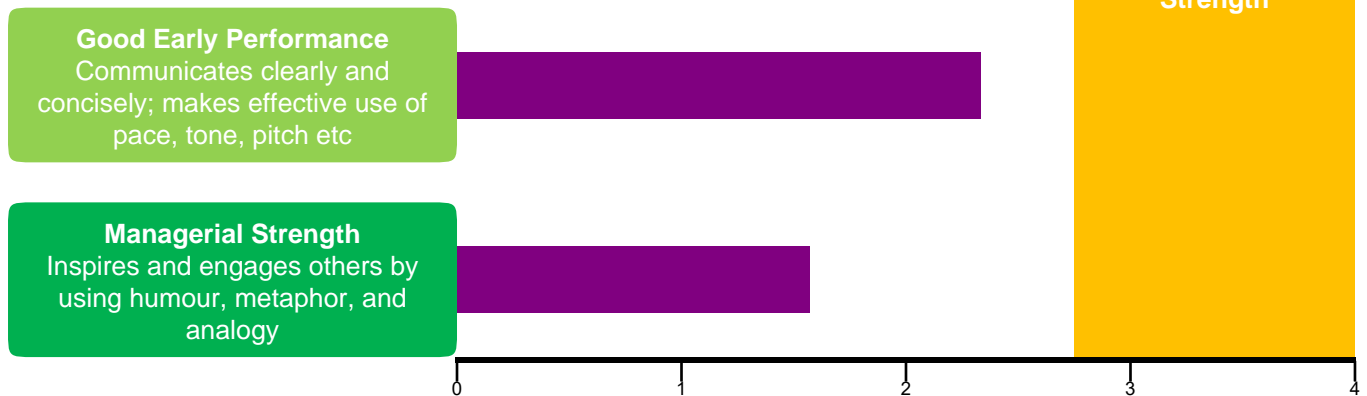
An organisation that celebrates success and advertises its achievements creates a sense of confidence in its capabilities amongst employees and external observers. When employees feel confident about the organisation's direction and the likelihood of future success they will stay with the organisation longer and are more likely to apply discretionary effort leading to consistently high quality customer experiences.

Development Activities:

- Keep cool: displaying emotional reactions may lead others to think that you are uncomfortable when influencing. Identify/ ask others what emotional reactions they see you do when attempting to influence others e.g. impatience, interrupting, fidgeting, etc
- Treat people as individuals; each is different and can be reached by different influencing tactics. Take the time to observe them. If you can predict what they like/dislike then you can adjust your influencing tactics to suit the person, the issue and the situation
- Are there groups or individuals that you struggle to influence? Is it because you dislike them? Do you struggle to identify with their views/agenda? Ask yourself why they adopt their position, and what they are trying to achieve.
- Prepare before you go into an influencing situation. What are the features / benefits of your idea, plan, product or service. Which of those features are relevant to the individual you want to gain buy-in.
- Be flexible: always have an influencing plan but be prepared to flex it according to what you experience. Work out alternative routes and tactics to achieve your goals, including gaining support from other key stakeholders
- When negotiating, be clear in your own mind about the things that you will and will not give up. Have parameters within which you are prepared to compromise
- Draw your own stakeholder plan. Be clear about the inter-dependencies between the different groups and individuals. Note down the relevant facts about each of the individuals. What are they trying to achieve? What are their likes and dislikes? Who do they have good relationships with? Plan how you will build your own credibility with them

Inspiring Communicator - Communicating in a compelling way to ensure that messages are targeted, understood and believed.

Importance Rating 9



You probably struggle to get your point across; perhaps mumbling and lacking coherence in your oral communication. Or, you may speak too fast or find it hard to make eye contact with others. You may not always structure your ideas in a way that can be easily conveyed to others - perhaps you are dealing with complex technical information and you struggle to translate this for your listeners.

Potential Limitations

Ask yourself the following questions; do you...

- ... find that others don't understand you when you are talking about technical issues or ideas?
- ... find that others appear to stop listening to you when you are explaining things?
- ... feel nervous and either talk too quickly or mumble?
- ... have to explain things more than once?
- ... find that others don't laugh at the jokes you share?

Even if you have fantastic ideas you're going to struggle to have an impact if you can't find a way to communicate them effectively. It's likely that you'll be getting frustrated and those around you will too. The questions above give some hints to help you uncover where the problem may lie; and the solution is likely to involve planning and preparing what you've got to say so you can get your core message across simply and effectively.

Managerial Strength

Reflect on your past achievements;

- ... have you created expectations and guidance that makes clear how data and information should be presented e.g. in emails, marketing materials, presentations?
- ... have you set up standard templates for use in communication to ensure consistency?
- ... do you ensure that key internal and / or external stakeholders are kept up to date with the latest news from your team or business area?

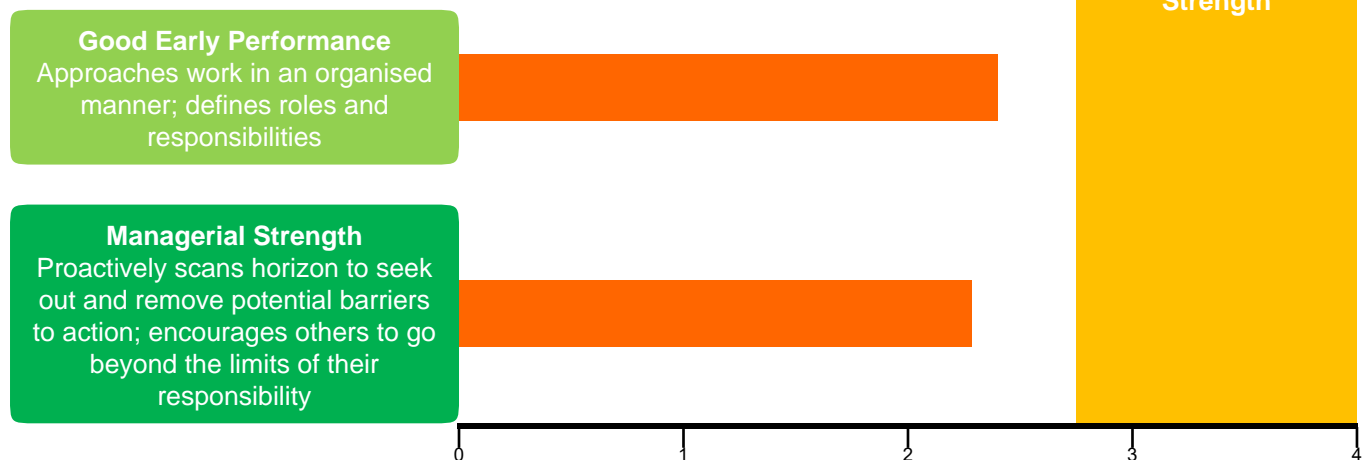
At the leadership strength level this behaviour is about being an effective ambassador for the organisation and it's about ensuring excellence in communication. This is essential for building a strong brand as well as ensuring that the business is perceived as professional and focussed on quality.

Development Activities:

- If you've got a meeting coming up or a presentation then the key to success is preparation:
 - Who will your audience be? What's their level of knowledge?
 - What are the key messages you need them to take away? Will you need them to make a decision?
 - How much time will you have? If using PowerPoint, plan on one slide every 3 minutes. Use graphics and keep bullet points short
 - What's the best way to reinforce your messages i.e. would a PowerPoint help; flip charts; would real-life examples or metaphors help the audience to understand?
 - What questions might they ask? Practise your response to each one so that you will come across confidently and naturally
 - Try wherever possible to speak with minimal notes. It can be helpful to write a script to start with; use this to practise and then try to summarise down to the key points you want to emphasise.
 - Practise out loud, record yourself and re-evaluate where and how to emphasise key points
 - Remember, one size does not fit all. Just because a presentation worked well with one group doesn't mean the next group will be equally enthused...adjust the pace, style and content to fit the audience
 - Allow time for the audience to digest the information and ask questions. This also give you a chance to catch your breath; pace yourself; and check that your messages are hitting their mark
- Use of humour, metaphors, visual imagery and analogies are all signs of a communicator who can engage and inspire. Who do you know who does this well? Watch them at work; talk with them if you can about how they have developed their communication skills - what can you learn from them?
- The internet is full of examples of great speakers. TEDTalks in particular provide a great source of examples of different techniques for communicating in presentations as well as providing interesting subject matter to listen to
- Is email the best way to convey your message? More often than not it is best to pick up the phone and talk to the person that you wish to communicate with. However, email is useful when you need to keep a trail of information or evidence
- Think positive. They say that you can hear a smile over the phone. Having a positive mindset can have a huge impact on how others hear the messages you are communicating.

Empowers Action - Providing people with the clarity and direction needed for people to perform effectively and enjoy their jobs.

Importance Rating 5



You create simple plans outlining actions and responsibilities. You are happy to take on additional responsibilities and will look beyond existing processes and procedures if it helps to achieve objectives. You are likely to have a strong sense of personal control - you will believe that you can make things happen without relying heavily on those above you.

Potential Limitations

Ask yourself the following questions; do you...

- ... find that issues and problems appear unexpectedly?
- ... find that you go to meetings having not completed actions?
- ... not bother with meeting minutes because you expect your team will know what to do?
- ... frequently miss deadlines?

If you find yourself fighting fires it could be that you're not setting aside enough time to plan the course of action before hand or to scan the horizon for possible issues. As a Manager, a key part of your role is to make it easy for your team to take action; that means empowering them to make decisions; but also means keeping an eye out for barriers to action that they may not be able to see and signposting them when you become aware of them. It also means fulfilling your personal commitments by taking personal ownership for getting things done.

Managerial Strength

Reflect on your past achievements;

- ... have you re-worked a process or system that others follow so that it works more efficiently?
- ... have you created a mechanism that enables others to make changes to the ways things are done?
- ... do those in your team take ownership for issues even if the issue goes beyond their usual roles and responsibilities?

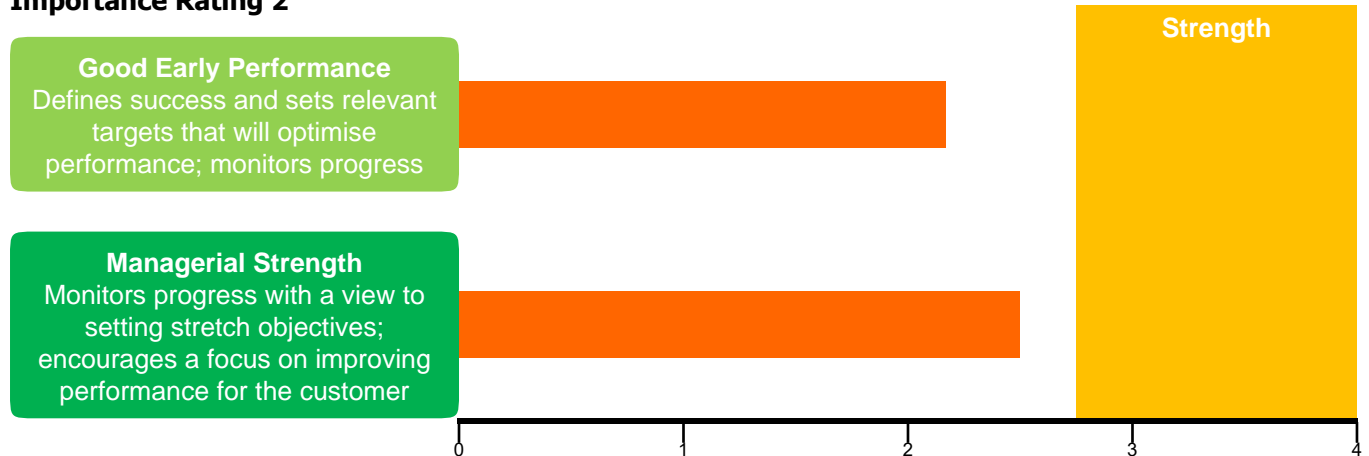
A leader exhibiting this behaviour will have created a team or business unit full of people who take personal responsibility for getting the task done. Individuals will hold each other to account for delivering objectives. They will be comfortable taking the initiative to solve problems and make improvements. The organisation will have minimal bureaucracy and will navigate what bureaucracy there is with ease.

Development Activities:

- Break down large tasks into smaller ones and get at least one small piece accomplished each day
- If you tend to focus on the downside of taking action, write down all the things that could potentially go wrong. Then for each of these write down what the upside is if they go right. Virtually any action has a downside as well as an upside – take a balanced view
- Prioritise time and effort where it counts. Many people take action but in the wrong areas. Leaders typically prioritise their time and effort on 2-3 key things. Identify your key priorities and put away trivia that can divert your attention from those things that will produce results
- Do you have a lack of confidence to take action? Review your past successes, focus on your strengths, and find other individuals who have complimentary skill sets or a different view – test your ideas then act
- Performing well under pressure is a great strength to have, but if it is overplayed, and you get into the habit of leaving things until the pressure starts to mount then inevitably some deadlines will be missed and other opportunities may pass you by. You may be late taking action in the first place. Always try to do 10% of a task as soon as it is assigned – then you are better placed to gauge how much time is required to finish it
- If you are something of a perfectionist you may need to find a more realistic balance between thinking it through and striving for the perfect solution and taking action. This will probably take practice and will require you to reflect on the past; critically evaluate decisions you've made in the past, could you have got to the decision any quicker?
- An unwillingness to let go and let others take over as no one can do it as well as me is a huge barrier to delegation and the effective working of a team. Empowers Action can help you and the individual you're delegating to be clear about what needs to be done and how. You'll need to set aside some time to set clear expectations; and you may need to use the Develops Capability behaviour too, so in the short-term there may be some pain.... But in the long-term you'll have a team who are able to complete tasks to the standards you set, freeing up your time to focus on the bigger picture.

Measures and Monitors Performance - Monitoring and measuring performance to enable people to strive to continuously improve productivity and customer satisfaction.

Importance Rating 2



You are attentive to the need for continuous improvement. You identify and set targets and goals relevant for the required work output of the team. The goals, objectives or targets are designed to drive improvement of some aspect of how effectively the team functions. You will seek feedback to enable you to monitor progress and will provide feedback to others so that they can understand their own progression.

Potential Limitations

Ask yourself the following questions; do you...

- ... find that you're not sure what your objectives are?
- ... find setting objectives that are SMART difficult?
- ... prefer to leave your team to decide where they want to focus their activity?
- ... feel resistant to suggestions for improvement made by others?
- ... dislike having objectives or targets set for you?

Objectives and targets that are non-specific or that are not aligned to the goals of the organisation are almost always a complete waste of time. They fail to provide direction or accountability and leave people floundering with uncertainty of what they should be trying to achieve. Some people find objectives, highly motivating whilst others are more strongly motivated by other factors. Some people like to have objectives set for them; whilst others prefer to set them for themselves. As a Manager it's important to recognise your personal preference and the part this plays in the extent to which you exhibit Measures and Monitors Performance.

Managerial Strength

Reflect on your past achievements;

- ... have you created a value within your team for focussing on adding value to your customers?
- ... have you put in place a monitoring mechanism that encourages others to seek out opportunities for continuous improvement?
- ... have you created systems that enable the organisation to monitor performance, productivity or quality?

Business success relies on delivering value to customers and clients. This is not something that can be taken for granted; performance, productivity and quality needs to be monitored and the organisation needs to focus its efforts on how it can ensure that not only is it meeting its customers' needs but that it also adds value. Using the behaviour at leadership level means that you will have created a continuous improvement mindset within your team or the organisation as a whole. Individuals will be striving to make improvements and efficiencies in the way that they work which in turn will make larger improvements and changes much easier to make.

Development Activities:

- Be clear what is expected of you so that you can be clear what you expect of your team. If your struggling to set objectives and be proactive because you're not getting the information you need from your manager it can be hard to give clear direction to your team. Ask your manager for 1-2-1 time to review what their own goals are and how you fit into them. Once you're clear then sit down with your team and have the same conversation with them so that they know what's expected of them. Listen to their views, be prepared to compromise...
- Set goals before assigning projects, work and tasks. Check the goals you set fit into the bigger picture; this might allow you to set an over-arching goal with smaller goals that feed in to it.
- Identify the key success criteria and work out how you will evaluate success; how will you know that you're on track to achieve the objective in the time frame you set yourself? What were the agreed outcomes that were identified at the beginning of the work?
- Encourage your team to develop success measures that are meaningful for themselves – involve others in this process so that everyone can see how they are connected and dependent on each other. They are also more likely to set goals at a higher level than you
- Visualise - set up a method of monitoring progress against goals e.g. the 'thermometer' graphic etc. are good ways of gauging the pace and likelihood of the team hitting the target
- Provide prompt 'process' feedback: give as much as you can as it motivates others. They can then adjust what they are doing as they go along i.e. mid-course corrections, shows them that you are interested in and value what they are doing
- Be flexible: it may be necessary to adjust goals - things change, be prepared to alter the goals and objectives to fit the new reality
- Involve team members in thinking of and putting in to action new initiatives that will add value to your customers
 - Add this as an agenda item to your monthly team meeting to encourage everyone to think about how all that you do relates to customer experience
 - Give responsibility to others for coming up with ways to measure performance, and encourage them to be the ones who monitor progress

Further reading and other sources of information and inspiration

If you'd like to find out more about how you can develop your capability in these competency areas take a look at some of these books or links to resources such as TedTalks.

Thinking Cluster

To read

- Learning to Think Strategically, Julia Sloan (3rd ed. 2017) Routledge
- Time to Think – Listening to Ignite the Human Mind, Nancy Kline (2002) Cassell Illustrated
- The Decision Book, Roman Tschappler and Mikael Krogerus (2011)
- Black Box Thinking: Marginal Gains and the Secrets of High Performance, Matthew Syed (2016) John Murray
- Thinkertoys: A handbook of Creative Thinking Techniques, Michael Michalko (2006) Ten Speed Press
- Being a strategic thinker is about asking the right questions (Jan 2017) Lisa Lai, Harvard Business Review
- Thinking Fast and Slow, Daniel Kahneman (2013), Penguin
- Our Iceberg is Melting, John Kotter (2006), MacMillan

To watch

- How Great Leaders Inspire Action, Simon Sinek: creating a strategy that people get behind; the golden circle and 'Why?'
- https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
- How to see past your own perspective and find truth, Michael Patrick Lynch: burst out filter bubbles to get to the truth
- https://www.ted.com/talks/michael_patrick_lynch_how_to_see_past_your_own_perspective_and_find_truth
- How to run a company with almost no rules, Ricardo Semler: a case study in thinking very differently about things
- https://www.ted.com/talks/ricardo_semmler_how_to_run_a_company_with_almost_no_rules

Involving Cluster

To read

- The New Leaders: Transforming the art of leadership, Goleman, Boyatzis and McKee (2003) TimeWarner paperbacks
- Give and Take: A revolutionary approach to success, Adam Grant (2014), Pheonix
- Drive: The surprising truth about what motivates us, Daniel H. Pink (2011), Canongate
- The Coaching Habit, Michael Bungay Stanier (2016), Box of Crayons Press
- Team of Teams, Stanley McChrystal (2015), Penguin
- The One Thing You Need To Know... About Great Managing, Great Leading And Sustained Individual Success, Marcus Buckingham (2005), Free Press
- The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness (2012), Dr Steve Peters Vermilion
- Mindset: How You Can Fulfil Your Potential, Carol S. Dweck (2012) Robinson

To watch

- 5 ways to listen better, Julian Treasure: what are the filters that you apply when listening?
 - <https://www.youtube.com/watch?v=cSohjIYQI2A>
- Optimising the Performance of the Human Mind, Dr Steve Peters: the chimp paradox
 - <https://www.youtube.com/watch?v=R-KI1D5NPJs>

Inspiring Cluster

To read

- Influence: The Psychology Of Persuasion, Robert Cialdini (2007)
- Act Like A Leader, Think Like a Leader, Hermina Ibarra (2015), Harvard Business Review Press
- Presence: Bringing Your Boldest Self to Your Biggest Challenges, Amy Cuddy (2016), Orion
- Gravitas: Communicate with Confidence, Influence and Authority, Caroline Goyder (2014), Vermilion
- How To Win Friends and Influence Them, Dale Carnegie (1998) Pocket Books
- Fish: A remarkable way to boost morale and improve results, Stephen C. Lundin, Harry Paul and John Christensen (2014) Hodder and Stoughton
- Outliers: The Story of Success, Malcolm Gladwell (2009), Penguin

To watch

- Draw your future – Take control of your life, Patti Dobrolowski: for a great example of communicating clearly; how to use imagery to create a compelling message; identify your goal and build motivation to change behaviour:
 - <https://www.youtube.com/watch?v=4vl6wCIUZYc>
- How to speak so that people want to listen, Julian Treasure: basics of communication and how to communicate to build relationships
 - <https://www.youtube.com/watch?v=eIho2S0ZahI>
- Listen, learn... then lead, Stanley McChrystal: building a shared purpose and creating confidence and resilience
 - https://www.ted.com/talks/stanley_mcchrystal

Driving Cluster

To read

- Eat That Frog: Get More of the Important Things Done Today, Brian Tracy (2013) Hodder Paperbacks
- Leading Change, John Kotter (2012), Harvard Business Review Press
- Good to Great: Jim Collins (2001), Random House
- Start with Why: How Great Leaders Inspire Everyone to Take Action, Simon Sinek (2011), Penguin
- Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team, Simon Sinek (2017), Portfolio Penguin
- Smarter, Better, Faster: The Secrets of Being Productive, Charles Duhigg (2017), Random House Books
- Measure What Matters: How Bono, The Gates Foundation, and Google Rock the World with OKRs, John Doerr and Kris Duggan (2017) Portfolio
- The Bridge to Growth, Jude Rake (2017) Skyhorse Publishing
- Black Box Gains: Marginal Gains and the Secrets of High Performance, Matthew Syed (2016) Hodder and Stoughton

To watch

- 3 Ways to Plan for the (Very) Long Term, Ari Wallach: thinking about the long term
 - https://www.ted.com/talks/ari_wallach_3_ways_to_plan_for_the_very_long_term
- The Man Who Transformed Lego: An interview with Jorgen Vig Knudstorp
 - <https://meettheboss.tv/video/full-version-man-who-rescued-lego>
- Why you should have your own black box, Matthew Syed: the behaviours of performance, growth mindset vs. fixed mindset
 - <https://www.youtube.com/watch?v=MmVCYqs3mko>

Your Reflections and Plans for Development

My strength competencies are:	What will I do to ensure I continue to use these consistently?
1	
2	
3	
4	
5	
My development focus competencies are:	What development activities will I try?
1	
2	
3	
What will I be doing differently and better in 6 months' time?	
What will I do to celebrate my achievements?	