



diamond  
**POWER  
INDEX®**

Power Profile®  
Leader Report for  
**Charlie Sample**



**A note on responsible use of this report:**

This report provides results of the Diamond Power Index, a self-assessment and multi-rater instrument completed by you and your colleagues. Assessment results represent sensitive information that should be treated confidentially. This report is intended for your personal use as the individual who was evaluated. It can help you further develop your leadership capabilities, but it should not be depended on as the only means of evaluation and development. If this report is shared within your organization, it should only be shared with your permission, and only with individuals who have appropriate training (e.g., coaches or HR representatives). Finally, keep in mind that this report focuses on behaviors within the range of normal human functioning - it is not intended for and cannot assess clinical issues.

Any use of psychological assessment results must comply with applicable professional guidelines and laws, including the AERA/APA/NCME Standards for Educational and Psychological Testing, SIOP's Principles for the Validation and Use of Personnel Selection Procedures, and applicable civil rights laws and regulations. Employment decisions should never be made on the sole basis of an individual assessment, but rather should consider all available information on an individual's qualifications. If you have questions or concerns regarding the proper use of this report, please contact us via email at [info@diamondleadership.com](mailto:info@diamondleadership.com).

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## Purpose of the Power Profile®

Your Power Profile® is a comprehensive summary of the strengths, challenges, and opportunities related to your use of power. It provides you with the results of the Diamond Power Index®, the self-assessment and multi-rater instrument that measures how effectively you employ positional power and authority in the service of your organization and to the benefit of those around you.

This report explains the different sections of the assessment and their importance and usefulness for your development as a leader. Your scores and their interpretation for each assessment, how you compare to other individuals, and customized developmental feedback are provided. At the end of the report, you will find a development and coaching guide for your continuing development.

Your Power Profile® is designed to help you become a more effective leader. It provides insight into how others see your use of power in your leadership role, as well as a picture of your intrinsic, personal power and developmental drive, which give you the tools for leveraging your innate capacities for change and growth.

## What Does Your Power Profile® Include?

### Personal Power

Your self-assessment gives you a portrait of your Personal Power, the sense of power you have about yourself and your capacity to impact the world around you. Personal Power is intrinsic to you, based on your characteristics and abilities, some innate, and some derived from life experience.

Because Personal Power does not depend upon a social role for its value, and exists independently of others' endorsement, it is transferable across contexts, giving you greater freedom from pressure, stress, and the extreme influence of others. It provides you with the capability and strength to face challenges. Above all, Personal Power makes you more effective at using your positional power. While positional power gives you a license to act, your Personal Power gives you the capacity to act.

The three dimensions of your Personal Power are defined and described in terms of their importance to your growth and development as a leader, along with your scores and customized suggestions for development.

### Power Perspective

Your Power Perspective is your raters' evaluations of your leadership behavior along seven dimensions of power use. It captures how others view and respond to your use of power in the workplace, and offers insight into your impact and effectiveness.

Each dimension of your Power Perspective is defined and described in terms of its importance in your organization, for your leadership role, and for your career more broadly. Prototypical high and low scores are given to help you make sense of your scoring. Based on your results, customized recommendations for improvement are offered.

### Interactions

Personal Power and Power Perspective can interact in determining your effectiveness as a leader. For example, sometimes a low score on a given dimension might be particularly concerning in combination with a low score on another dimension. When applicable, information on such constellations of your scores is provided. While your Power Perspective points out what others see and respond to, your Personal Power describes your inner sense of power and capacity to be effective. In some cases, the way in which these two interact is critical for your development. One example is the opportunity to leverage a high Personal Power score to address a low score on a Power Perspective scale. Another example might be a Personal Power gap that could be an added challenge in attempting to work on a low score on a Power Perspective scale. For each interaction, recommendations for how to address it are offered.

## Developmental Drive

Your self-assessment also identified your Developmental Drive which captures your beliefs about change, your openness and discernment related to feedback, and your relative readiness or reluctance to embark on a personal growth initiative. Your Developmental Drive identifies characteristics and capacities that support or hinder your process of personal development.

The Developmental Drive is designed to assist you and your coach identify critical opportunities for growth, where and how to focus your coaching and development process, and which coaching approaches and interventions will be most effective.

## Development and Coaching Guide

Personalized developmental tips based on your results are provided at the end of the report. This development and coaching guide helps you identify and focus on one or two critical areas for development, and create a plan for your development. You can make effective use of this report on your own and in conjunction with a formal coaching process.

## Why Power?

How leaders use their power and whether they can effectively manage the authority of their role is one of the most critical factors in the success of an organization. Great leaders use their power effectively to empower, collaborate, and motivate others. They use power to work with others across rank differences, and they use their power to hold difficult conversations, give feedback constructively, and facilitate difference productively.

Inhabiting a high-power role is both complicated and difficult. Given greater authority, increased pressure to perform, coupled with added public scrutiny and reduced oversight, some leaders promoted into positions of power can exhibit unpredictable—and even counterproductive—behaviors. The combination of higher stakes, greater expectations, and increased cognitive and emotional load makes it extremely challenging to use power even with the best of intentions. Rising higher in the ranks is both an outer change in circumstances and an inner change in attitudes, perception, and behavior. For these reasons, prior performance cannot always reliably be used to predict performance at higher levels of leadership.

Based on our two decades of research with individuals in positions of power, the following are the most common problems managers have using power effectively:

- Being hard to approach. Regardless of the leader's intent or approachability, people in positions of power can be intimidating. Managers who are remote, reserved, or highly competent amplify the sense of intimidation, and can create an atmosphere in which people are afraid to speak up, reluctant to contribute, and avoid asking for help when needed.
- Using authority without gaining influence. While using influence without authority is a positive use of power, using authority without influence is problematic. Leaders use authority without influence when they push forward without support, fail to gain buy-in and commitment from others, and over-rely on one dimension of their power, e.g., technical expertise or knowledge, positional authority, rewards, coercions, or relational ability.
- Being conflict avoidant. Underuse of power can be as destructive as its overuse. Timid leaders fail to confront unruly employees, keep meetings on track, make tough decisions, set deadlines, or hold people accountable. Working for leaders who fail to take a strong stand can be chaotic and confusing, and can be a reason good people leave.
- Overreacting. Leaders who cannot maintain their composure under stress often resort to yelling, bullying, and threats. They blame others or the environment when things go wrong, and criticize or shame people in public. Their failure to manage their emotions creates toxic workplace environments, rife with high turnover, low morale, lack of engagement, and lost productivity.
- Playing favorites. Bias and preferentialism is a frequent employee complaint. Favoritism poisons morale and can result in legal action. When people feel their work is not fairly evaluated, or that promotions, payment, or assignments are not based on merit, they have no incentive to contribute and thus disengage.
- Gossiping and acting "chummy." A common complaint about managers is that they gossip, divulge confidential information, and lack professional distance. Gossip creates mistrust and loses the respect of others. Furthermore, being indiscrete with sensitive or confidential company information can become a liability issue or jeopardize one's career.

## Response Information Summary

Below you will find a summary of responses per role, including how many raters in each role were invited and how many responded.

### Overall Response Summary

Leader self-assessment: 1  
Raters invited: 17  
Raters responded: 15 (88%)

### Raters Response Rate by Role

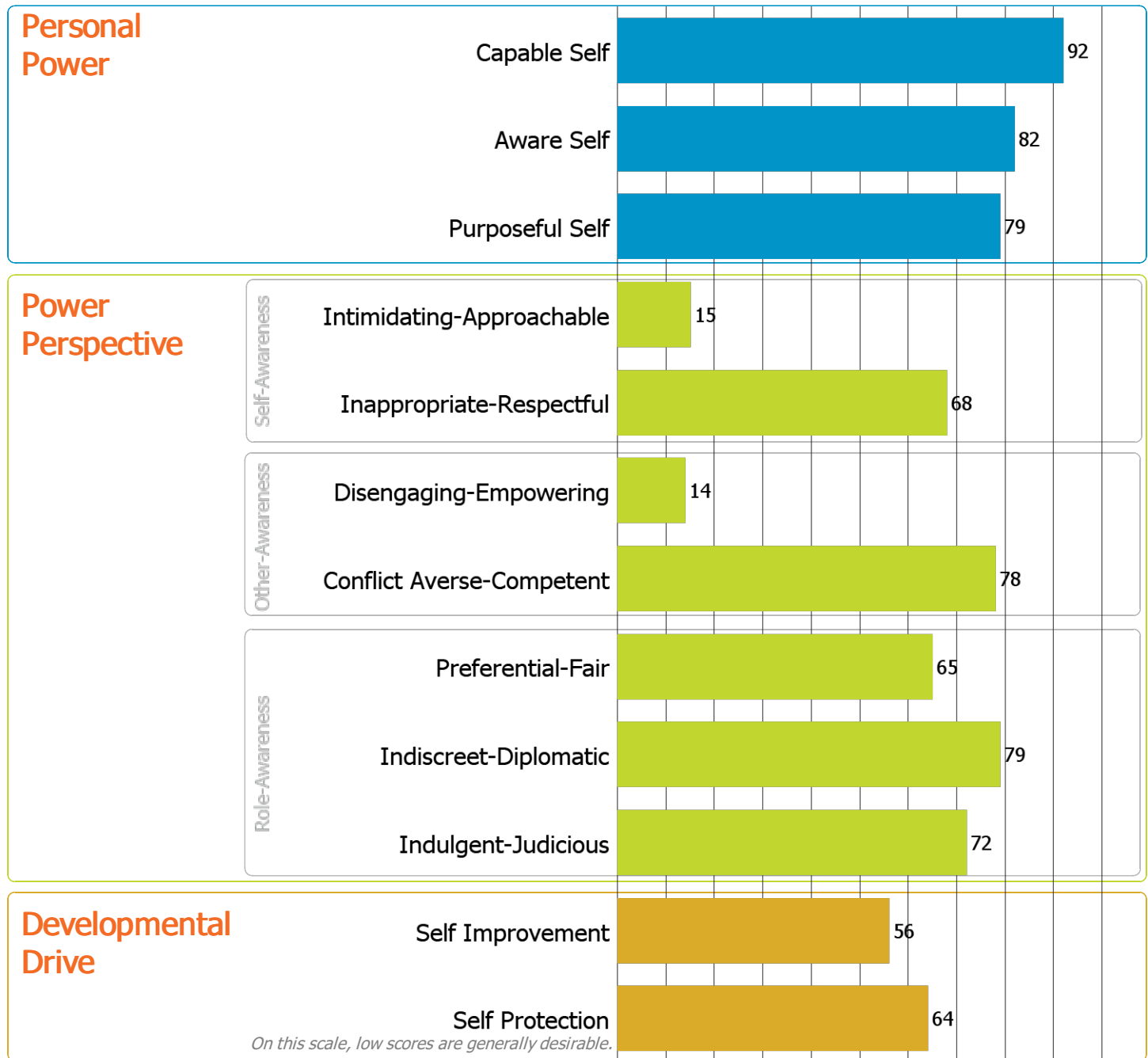
<b>Bosses</b> Invited: 2 Responded: 2	<b>Peers</b> Invited: 7 Responded: 6	<b>Subordinates</b> Invited: 3 Responded: 3
<b>External Stakeholders</b> Invited: 5 Responded: 4	<b>Coach</b> Invited: 0 Responded: 0	

Multi-rater assessments like the Diamond Power Index<sup>®</sup> work best when many raters respond. This ensures that several relevant perspectives are represented, feedback is diverse, and reliability of scores is high. It is recommended to recruit at least 10 raters, as reliability of the DPI approaches highest levels at that point. If not enough responses were received, some factors to consider are whether raters have been given enough time to respond, whether the right people were invited, whether or not people had sufficient reason to respond, and whether they have had sufficient opportunity to observe relevant leadership behavior.

This Power Profile<sup>®</sup> was generated for you, **Charlie Sample**, and was downloaded on May 4, 2018. It includes your self-assessment results as well as feedback provided by those colleagues who responded.

## Your Results At-A-Glance

Below you will find a summary of your results from the Diamond Power Index®. It shows your Personal Power capabilities, your standing on the seven "Power Perspective" scales in three Awareness Domains, and your Developmental Drive to further improve leadership capabilities. Personal Power and Developmental Drive scores are based on your self-assessment. Power Perspective scores are based on feedback provided by your colleagues.

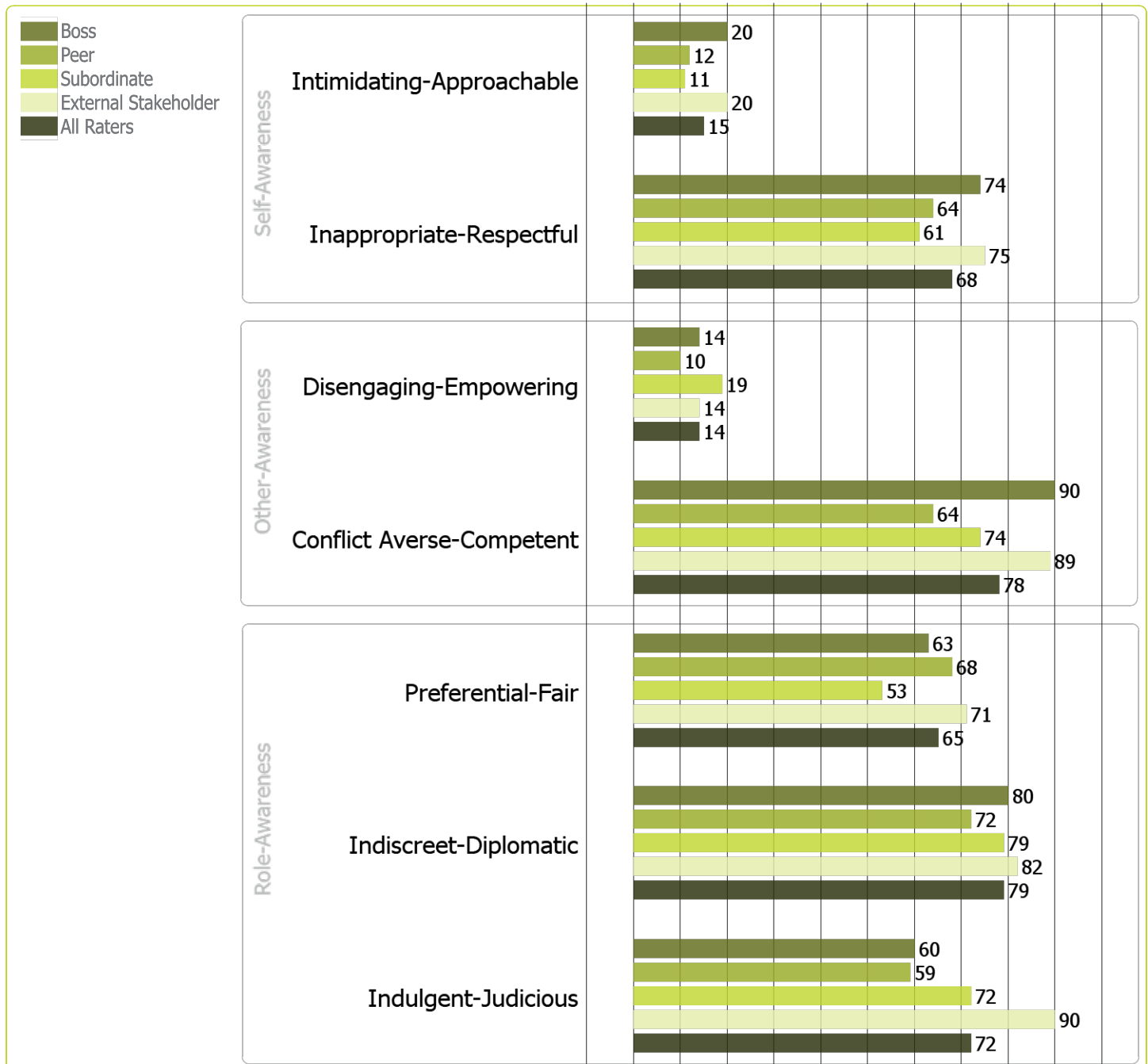


All scores represent percentile ranks. For example, your score of 92 on the Capable Self scale is higher than that of 92 percent of individuals in the norm group who completed the same assessment previously. Similarly, your score of 14 on the Disengaging-Empowering scale indicates that your raters evaluated you more positively than 14 percent of other leaders who were evaluated with this assessment previously.



## Power Perspective Scores by Rater Type

The graph below breaks down your Power Perspective results for the different rater types. Detailed results for each rater type are provided if enough valid ratings were received in a given category (2 for "Boss", 3 for all other roles). The dark green bar for "All Raters" indicates the result across all raters who responded (and includes results from individual raters in all roles, even if there were too few to display a separate result for that role); it corresponds to the overall results illustrated in green on the previous page.



All scores represent percentile ranks, comparing the average rating from a specific rater group (e.g., peers) to the DPI total norm (across all rater groups). For example, a score of 84 for "Peer" on a specific scale would indicate that your peers on average evaluated you more positively on this dimension than raters evaluated 84 percent of other leaders who were evaluated with this assessment previously.

## Personal Power Results

The self-assessment portion of the Diamond Power Index® which you completed focuses on "Personal Power"—your evaluation of your own characteristics and capacities. Your scores on these traits provide the first necessary insight into how you can leverage your strengths to master the healthy use of authority in your leadership role. A low standing on any of these traits can identify opportunities for growth through feedback and coaching. Together, scores on the Personal Power scales tell you something about your...

- Self-efficacy: the drive and perseverance to make a sustained effort towards personal growth, as expressed in your **Capable Self** score.
- Self-reflection: the ability to identify and reflect on your thoughts, emotions, and behavior, and to direct your attention when and where you need, as expressed in your **Aware Self** score.
- Resilience: the ability to learn from experience by taking risks, making mistakes, and integrating the lessons learned from them, as expressed in your **Purposeful Self** score.

Please turn to the next page to start exploring your Personal Power scores in more detail and to view your feedback and suggestions for development.



## Capable Self



*"We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline, and effort."*

Jesse Owens

The Capable Self scale reflects the degree to which individuals believe in their ability to succeed at the things they set out to do, through sustained effort, discipline, and determination.

People who score high on this scale are quick to devise many routes around the problems and obstacles they face, and display confidence in their ability to achieve their goals. They appear determined and self-disciplined, and are generally regarded as reliable, able to follow through with the tasks and responsibilities they carry.

People who score low on this scale have some reservation about their ability to accomplish their goals. They may not easily see solutions to the challenges and obstacles they face, or they may lack confidence in their ability to reach their goals. They could feel thwarted by their current context, and that their success lies in the hands of others. People who rate themselves low on the Capable Self scale tend to give up more easily than others when encountering difficulties.

### Your Own View

You scored very high on this scale. You rate yourself as very confident in your ability to achieve your goals. You possess a great deal of self-discipline, and may be regarded by others as a reliable and accountable colleague who can follow through with tasks and responsibilities. Your answers attest to your ability to make a significant and meaningful impact on the organization. You appear to be very resourceful, someone who sees many ways around obstacles and problems. It seems you feel your success lies in your own hands, and that you control your own career trajectory.

### Suggestions for Development

You are a highly confident and capable person whose competency is regarded highly by others. Your confidence in your abilities to get things done can be motivating to others. However, because of your capacity, you could find yourself taking on more than your share, and not holding others accountable for their part. You may fail to delegate, feeling it's just easier to do things yourself. Check in whether you can delegate, or if you're taking on too many tasks and responsibilities that don't belong to you. Also, ask yourself whether the people around you are motivated and encouraged by your confidence, or if they feel intimidated, or even lackadaisical in the face of your capacity to get things done. If this is true, use your energy and confidence to share accountability more broadly, and to encourage others to take on more challenges.



## Aware Self

82

*"Until you make the unconscious conscious, it will direct your life and you will call it fate."*  
C. G. Jung

The Aware Self scale assesses individuals' capacity for introspection. It describes the ability to focus one's attention, recognize feelings and thoughts, and have the insight to understand how these influence behavior and actions.

People who score high on this scale can focus on themselves and are able to communicate about their emotions and cognition. They see themselves as separate and distinct from others, and from the tasks, events and actions with which they are engaged. They are able to reflect on thoughts and feelings and see how they are connected to their own and others' behavior. Their ability to analyze and reflect on their own and others' behavior dispassionately allows them to stay 'above the fray,' and bring clarity and objectivity to complex situations. People who score high on this scale can more easily direct their attention, and tend not to get overly distracted by external events or internal emotions or moods.

People who rate low on this scale have difficulty sustaining focus and directing their attention on themselves. They can be easily distracted by external events, and by their own and others' moods and emotions. They find it difficult to notice and identify the emotions and thoughts underlying their actions. For this reason, they tend to get lost in tasks and events, and can lose access to the bigger picture.

### Your Own View

You scored very high on this scale. Your answers suggest that more than most, you have an ability to focus on tasks for long periods of time without distraction. It seems you are able to stay in the present, and direct your attention to what's most important in the moment. You tend to be aware of your thoughts and feelings, and are able to track how they are connected to your actions.

### Suggestions for Development

Your high score is typical of someone with a great deal of self-understanding. Moreover, you are able to direct and sustain your attention where and when you want. This is an extremely important ability, however, make sure it doesn't become too rigid—a one-sided focus to the exclusion of openness or flexibility. Allowing for some distraction can be important for creativity, i.e., catching novel thoughts, impulses, and ideas that can lead to new insights and ideas. Be mindful to distinguish high self-awareness from closing out perceptions and creating blind spots.



## Purposeful Self

79

*"When the winds of change rage,  
some build shelters while others build windmills."*  
Chinese Proverb

The Purposeful Self scale describes the ability to cope with and recover from difficulties. It indicates a positive orientation towards life, and the belief that life is filled with meaning and direction.

Individuals who score high on the Purposeful Self scale tend to bounce back from defeat, stay optimistic in the face of difficulty, and find meaning and purpose in life's challenges. Purposeful Self people tend to be positive and optimistic, and feel satisfied with life overall.

People who score low on the Purposeful Self scale get easily discouraged by defeat, tend to see things in a negative light, and can feel that what happens to them is random, meaningless, and outside their control.

### Your Own View

You scored high on this scale. Your responses show that you are not easily discouraged, and even when you have a setback, your optimism and confidence in yourself will help you use it in a constructive way. Your answers are typical of someone who sees things in a positive light, and for whom life feels purposeful. Overall, you feel satisfied with yourself and in control of what happens to you at work.

### Suggestions for Development

Your positive and optimistic approach enables you to handle setbacks, learn from mistakes, and overall, feel satisfied with your life. Sometimes, however, optimism can lead us to underestimate challenges, overestimate others' abilities, and even minimize, or deny bad news. It is important to stay mindful that your optimism doesn't lead you to overlook difficulties, overestimate your capacity to succeed, or place your trust in someone who is not dependable.

## Power Perspective Results



Your Power Perspective contains your raters' evaluations of your leadership behavior along seven dimensions of power use. Each dimension, or scale, is defined and described in terms of its importance in an organization, and for a leadership role. Prototypical high and low scores are given to help you make sense of the meaning or each dimension. Following that, your personal scores are given, reflecting how your raters evaluated you on this scale. Based on your results, recommendations for further improvement are offered.

The Power Perspective scales are divided into three "Awareness Domains". Awareness Domains are clusters of related competencies needed for the effective use of power in a leadership role. Each of the seven power scales involves behaviors that reflect, more than others, one of these domains. Assigning scales to a domain provides a framework and direction for the coach and leader, identifying the area of focus for development. The three domains of competencies that govern effective use of power are Self-Awareness, Other-Awareness, and Role-Awareness.

As you examine your feedback in this section, keep the following points in mind:

- In order to make feedback useful, it's important to relate it to your own developmental goals and benchmarks for success as a leader.
- Ratings characterize only certain aspects of your current performance. They reflect how others see you at this point in time. As you continue to develop in your role, your scores can and should be expected to change.
- Pay as much attention to your strengths as to possible developmental areas. Capitalizing on strengths—and not only improving weaknesses—is necessary for reaching your full potential.
- While your scores are generalizable, they can also reflect your current situation, and relate to things like recent difficult encounters with colleagues or manager, being assigned to a new team or project with increased or a different set of responsibilities, and other experiences and life events.
- This survey is based on behaviors that your raters may have observed. It's important to remember that while you may not have actually done a particular behavior, you might have a reputation for having done so.

## Self-Awareness Domain



*"Know Thyself"*  
Socrates

Self-awareness is the ability to manage emotions effectively. It includes being able to identify, understand, and regulate emotions, not letting your moods, impulses, or feelings dictate your behavior and negatively impact you and those around. Self-awareness also involves being able to focus your attention and energy deliberately and selectively on what's important at any moment, knowing and being able to work with your strengths and weaknesses, and being accountable for your actions, both intended and unintended.

Your scores in this section reflect how your colleagues who participated in this assessment see you on the following leadership related behaviors:

**Intimidating – Approachable** which measures the degree to which a leader is accessible to others, open to feedback, and able to inspire others. It evaluates the leader's propensity to encourage participation, promote collaboration, and foster the free exchange of ideas.

**Inappropriate – Respectful** which measures the degree to which a leader behaves respectfully and inclusively towards everyone, without discrimination or bias, and ensures that others do so as well.

**Please remember:**

Scores indicate percentile ranks compared to the norm group of individuals who completed this assessment previously. Low scores indicate a comparatively low standing as compared to this norm group, and should be interpreted as developmental opportunities, rather than absolute weaknesses.

Please turn to the next page to start exploring your scores in the Self-Awareness Domain in more detail and to view your feedback and suggestions for development.





## Intimidating – Approachable

15

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*

John Adams

The Intimidating-Approachable Scale measures the degree to which a leader is accessible to others, open to feedback, and able to inspire others. It evaluates the leader's propensity to encourage participation, promote collaboration, and foster the free exchange of ideas.

People who score high on this scale are seen as available and supportive. They reward others for their engagement, solicit their input, and strive to create an atmosphere that encourages creativity, risk-taking, and collaboration. They tend to use their authority fairly and evenly and for the greater good of the organization.

People who score low on this scale are felt to be hard to approach. They exercise their authority in a way which others perceive as imposing or overbearing. They may directly or indirectly discourage participation by being indifferent to others, dominating conversations, criticizing ideas or people, or micromanaging subordinates. Their behavior tends to have a chilling effect on participation and deters people from contributing and taking risks. At the extreme, people who score low on this scale may be seen to use their position to promote themselves by controlling others.

### Why Is This Important?

Effective leaders are approachable and supportive. They create a trusting atmosphere whereby people feel safe to bring in new ideas, collaborate with others, and ask for help and guidance. Approachable leaders open up lines of communication and thus have greater awareness of what's happening in the workplace. Approachable leaders know how to exercise authority appropriately, in support of others and of organizational goals. They can be assertive without disparaging others. Above all, they foster engagement on their team, resulting in greater job satisfaction, productivity, and performance.

While some leaders are more naturally outgoing, approachability doesn't necessarily mean sociability or extraversion. Leaders can be introverted or reserved and still be approachable. Becoming more approachable is something that all leaders can learn how to do.

### How Your Colleagues View You

Your ratings suggest that you are low on this scale. Your coworkers may experience you as strong-willed, domineering, or inaccessible in some way. Being assertive and exerting control are necessary characteristics in leaders, but there is a fine line between being assertive and being autocratic. People may hesitate to come to you for help, or to offer ideas for fear of being criticized. You may have a reputation for disparaging other's ideas, dominating discussions, or getting angry over mistakes, which can lead to an atmosphere of fear and mistrust.

Your inapproachability could be connected to a drive to get things done, or related to your high performance standards or your self-assuredness. Perhaps your score relates to some challenge in your current context: a new role, manager, team, or assignment. It might also be a controlling behavior that happens under stress or pressure. However, as you strive to reach goals, it's important for you to be aware of how your behavior influences others. Being too assertive, or quick to opine may be experienced by others as dominant, inflexible or even lacking objectivity. There is a danger that your opinions may not always be right, and that you're missing out on valuable contributions and even critical information from others.



## **Suggestions for Development**

You may be a confident, reserved, or authoritarian leader. While these qualities may have helped you achieve things and drive projects forward, you must remember that other's contributions are vital to the long term success of any endeavor.

To increase your approachability, some things that may help you improve in this area include:

1. Practice active listening. Show people that you are attending to what they say by giving them visual and auditory cues, for instance, nodding your head, making eye contact, and asking questions. Reiterate what you heard to check your understanding of what they said.
2. Watch out for over-reacting to things. Under stress and pressure, or when receiving difficult news, it's easy to react negatively. Some people are more naturally expressive and emotional than others, yet it's important to be mindful of the impact this has on others. Emotionally over-reacting to frustration can result in people not sharing information, hiding bad news, or not asking for help out of fear of your reaction.
3. Watch out for negative reactions such as sarcasm, cynicism, ridicule, or other contemptuous verbal or non-verbal communications. Though less volatile and intense as yelling or screaming, they are just as likely to shut people down and create an atmosphere of mistrust and fear.
4. Ask yourself, honestly: Do you feel threatened when someone has an idea that others like better than yours? Do you feel you have to have an answer for everything? If yes, then work with a coach on this, and make it a practice to make room for and appreciate other's ideas.
5. When you don't agree, explain the reasons for your disagreement without criticizing the other person or their idea. Learn the difference between disagreement and criticism. Disagreement is based on the substance of an idea. Criticism simply puts down the other idea or the person, but doesn't explain the reason it doesn't work, nor the benefits of the alternative. Speak for your idea, not only against the other.
6. If you do have feedback to give to someone, do it in private. Make a specific time and place for it. Don't give feedback, especially critical feedback, "on the fly."
7. Become aware of how much you speak and how much you listen. Do you find yourself debating just for the sake of debating? Strive to be aware whether, and to what degree, the people around you participate. Do they speak freely, or do they fall silent? Can they disagree and voice a different opinion? Make sure that there is sufficient debate in the meetings you run.
8. Recognize the benefits of having more than one point of view: decisions are more thought through, the other person may have a piece of missing (but critical) information, and when people contribute to a decision there's more commitment and engagement.
9. Make it a habit in meetings to notice who has, and who has not spoken. Invite others to speak, and ask those who haven't spoken to share their ideas.
10. Verbally appreciate people for their contribution. Make it a habit to say, "I appreciate the perspective," or, "Thank you, that's helpful."

## Your Personal Power Might Interact With Your Coworkers' Perspective

Your co-workers rated you low on "Approachable", but your self-assessment indicates a high score on "Aware Self", which might be an asset to you in this regard.

Some intimidating behavior can occur under pressure or stress: becoming angry, yelling, criticizing, or lashing out. When high stress is coupled with low self-control, it's easy to overreact and let our disruptive emotions take over. Yet these behaviors do nothing to actually reduce stress, nor are they useful for addressing the situation that causes the stress; we are reacting to events, not responding to them.

If your intimidating behavior is a result of stress or anxiety, what's needed is a better way to regulate your disruptive emotions. You can use your heightened self-awareness to anticipate stressful situations, recognize the warning signals of your stress response, and employ self-calming and detachment techniques to remain composed under mounting pressures.

### Recommendations

- Make sure you understand precisely what behaviors are experienced as intimidating. Ask others for their feedback.
- Learn to notice the nonverbal signals of those around you: what does it look like when people are intimidated, afraid, or disengaged? Notice participation levels in conversations: are people silent around you? Do they respond when you speak? Do they look free to challenge or disagree with you?
- Reflect on the situations that lead to your intimidating behaviors—deadlines, difficult conversations, certain types of people, high expectations, etc. Make a list of all the things that trigger your intimidating behaviors, and learn to anticipate them so you can prepare yourself and have greater self-control over your emotions. Talk with your coach, manager, or an advisor about developing strategies to make these events more manageable and less stressful.
- Inform yourself or discuss with a coach, mentor, or colleague about self-calming techniques: positive self-talk, gaining perspective to defuse anxiety or anger, using breathing or meditation to calm yourself, counting to 10 before acting, giving yourself a "time-out" to think, reflect, and calm down before acting, using movement to 'switch channels,' for instance, standing up, stretching, walking around, or going outside.
- Schedule frequent short breaks throughout the day. Even just five minutes is enough to defuse tension, gain perspective, and improve your ability to handle the demands and stress of your day.
- Reflect on whether or not your lifestyle habits add to or diminish your stress tolerance, for instance, diet, exercise, sleep, smoking, alcohol consumption, etc.

## Your Personal Power Might Interact With Your Coworkers' Perspective

Your co-workers rated you low on "Approachable", and your self-assessment indicates a high score on "Capable Self". You should be particularly attentive to the following issues:

Chances are you have great determination and self-discipline. You are likely to feel extremely confident in your ability to succeed at those things you set your mind to. While these qualities are very admirable, they can also be intimidating to those with less self-confidence. Adept at finding solutions and achieving your goals, you may be more inclined to value your own opinions, quick to offer suggestions, and unaware of others' ideas or suggestions. Unwittingly, your sense of self-competence can be experienced as disinterest or arrogance. In this way, your high Capable Self score can amplify your low Intimidating–Approachable score.

On the other hand, your high Capable Self score can be an advantage: you can leverage your confidence, self-discipline, and determination to work diligently at improving your behavior in this area.

### Recommendations

- Sometimes competent people assume others are as competent as they are. You may have set your expectations of others unrealistically high, or possibly do not fully recognize your high degree of competence. Over-estimating others and under-estimating yourself can make you intolerant, easily disappointed, or critical. You need to recognize that your self-confidence and competence is a strength that not everyone possesses in equal measure.
- Your sense of confidence in your ability to succeed may make you more independent and less inclined to include others in your decision making. Be mindful of this tendency, and make it a habit to invite others into your thought process, and to solicit and include their opinions.
- Because you can come across with great self-assurance, others may think things come easy to you, or that they are alone in their struggles. Make it a habit to share times you have struggled, and what you have found helpful in meeting difficult challenges.
- Video tape yourself running a meeting and watch it together with a coach or advisor. Notice your verbal and nonverbal behavior, and discuss which ones appear to be intimidating. In particular look at how long you hold the floor, whether and to what degree you interrupt others, what you do when others speak, what others do when you speak, how quickly you grab the floor, and whether or not you acknowledge other's contributions.



## Inappropriate – Respectful


**68**

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

Maya Angelou

The Inappropriate-Respectful Scale measures the degree to which a leader behaves respectfully and inclusively towards everyone, without discrimination or bias, and ensures that others do so as well.

People who score high on this scale are seen as respectful and inclusive to others. They are concerned with people's feelings, and refrain from making comments or jokes which may be offensive or discriminatory. They intervene to stop discriminatory behavior, to ensure that people feel safe and accepted.

People who score low on this scale can behave in ways that others experience as offensive and disrespectful. They may engage in jokes or comments which others feel are insensitive. They may even make rude or discriminatory comments about someone's culture or identity, disparage someone's looks or dress, or make sexual jokes or comments. Their behavior can display a lack concern for other's feelings, which can lead to an insecure and divisive workplace atmosphere.

### Why Is This Important?

Everyone deserves to feel respected at their workplace. Being subjected to disrespect or discrimination creates high levels of stress. A variety of undesirable outcomes can follow: Conflict, grievances, low levels of engagement and attendance, burnout, and turnover. Of course, disrespectful and discriminatory behavior also puts the company at risk of lawsuits.

A leader's behavior sets the tone for how people treat each other. A respectful, inclusive, and collaborative workplace is critical for attracting and retaining high quality employees.

Workplaces are diverse; people have different values, physical characteristics, communication styles, and backgrounds. People need to be able to work together, in a professional and respectful manner, regardless of individual differences.

Effective leaders know how to size up situations before acting, and behave appropriately for the context. Leaders need to carefully consider whether or not to voice a thought or a feeling, and know that there are consequences to one's actions, especially in a high profile role.

### How Your Colleagues View You

Your ratings suggest that you are high on this scale. Others see you as respectful and polite. Chances are, if others make jokes or comments that are rude, sexist, or racist, you would intervene to put a stop to it. You don't tolerate rude or disparaging comments, and in the eyes of others, you try to make the workplace an inclusive and tolerant environment.

## **Suggestions for Development**

Your respect for others and lack of tolerance for disrespectful behavior is commendable. The workplace feels like a safe and inclusive place, which creates the condition for productive teamwork. Overall, this aspect of your leadership is evaluated very highly by others. While you have little to improve, be mindful that your intolerance of employee misbehavior doesn't inadvertently result in a fearful environment. People could potentially be so afraid of offending others that their interactions become overly cautious and restrained.

If you do see room for improvement, and would like to further develop in this area, some of these suggestions may be useful to consider:

1. Notice when your subordinates are engaging in disrespectful or rude behavior, and intervene. Have a discussion about the importance of respect, difference, and tolerance. It's important to stop it, but equally important to help people become aware of their behavior without shaming them.
2. Encourage people to report instances of disrespectful behavior, and follow up. Do not overlook or minimize complaints. Encourage people to discuss these things with you.
3. You may have an opportunity to learn more about how you come across to others. Perhaps you send nonverbal signals that you don't intend. Ask people for feedback to learn more about your interactional style.

## Other-Awareness Domain



*"I suppose leadership at one time meant muscles; but today it means getting along with people."*  
Mahatma Gandhi

Other-awareness describes the competencies necessary for leaders to work effectively with others. The skills and ability of other-awareness include being able to motivate and empower people around you, work effectively and collaboratively with difference, create collaborative and productive teams, foster trust, support people's development, and manage conflict and difficult conversations.

Your scores in this section reflect how your colleagues who participated in this assessment see you on the following leadership related behaviors:

**Disengaging – Empowering** which reflects the degree to which a leader creates the conditions for others to succeed. It measures the leader's ability to motivate others, clarify tasks, roles, and expectations, and foster the development and growth of subordinates.

**Conflict Averse – Conflict Competent** which describes the degree to which a leader productively engages with conflict, mediates disagreements, and facilitates difficult conversations. It evaluates how well and how quickly the leader can act decisively, and intervene appropriately when interpersonal difficulties and conflict emerge.

**Please remember:**

Scores indicate percentile ranks compared to the norm group of individuals who completed this assessment previously. Low scores indicate a comparatively low standing as compared to this norm group, and should be interpreted as developmental opportunities, rather than absolute weaknesses.

Please turn to the next page to start exploring your scores in the Other-Awareness Domain in more detail and to view your feedback and suggestions for development.



Disengaging –  
Empowering

14

*"You cannot have faith in people unless you take action to improve and develop them."*

Sumantra Ghoshal

The Disengaging-Empowering Scale reflects the degree to which a leader creates the conditions for others to succeed. It measures the leader's ability to motivate others, clarify tasks, roles, and expectations, and foster the development and growth of subordinates.

People who score high on this scale place high value on engaging and motivating those who work for them. They work hard to create the conditions for others to be successful and do good work. They assign clear roles and tasks, provide people with useful feedback and seek opportunities for others' advancement. They give credit and acknowledge others for their work, and strive to be fair and transparent in their dealings.

People who score low on this scale pay scant attention to the development of others. They may assign tasks or projects without giving clear instructions or clarifying their expectations. They don't provide sufficient feedback, or, when they do, it's not always felt to be constructive. They don't actively seek out opportunities for advancement and learning for subordinates, and may fail to give credit or acknowledgement to others for their work and accomplishments.

### Why Is This Important?

When employees are empowered in their roles they are more engaged. When tasks and roles are explicit and clarified, and when given the means to get things done, employees are more confident to contribute. When entrusted with decision making and given greater autonomy, not only are people more fulfilled, but they are able to take greater ownership over their work.

Empowering employees also means helping them develop in their roles. Research shows that opportunities for development are a key reason people stay in their jobs. And vice versa: the lack of opportunities to develop is a chief reason people leave a company. Employee development practices includes coaching and feedback, training and mentoring, and also assignments that offer an opportunity for learning new skills and gaining greater experience and visibility.

### How Your Colleagues View You

Your ratings suggest that you are low on this scale. Others may experience you as disinterested in their development, or unreceptive to their suggestions and ideas. Maybe you don't take time to hear other's opinions. Or perhaps you don't make it a priority to find opportunities for people to take on bigger challenges and apply themselves in new ways. It might be that you fail to make time to offer feedback or guidance. When you don't clarify roles, responsibilities, and expectations sufficiently or acknowledge people's contributions, they can feel unsupported in the work they do.

You may not realize that people need input and direction in order for them to succeed. Perhaps you simply trust people to do their work on their own. Everyone will have different ways of needing support, but it's important to empower employees to achieve success in their roles. Remember that your success depends on others. Work gets done through people, and thus developing people in their roles is crucial to your success. You can bring out the best of people by providing opportunities, offering feedback, challenging them with high standards, and inspiring them to fulfill their potential.



## Suggestions for Development

Helping others improve, succeed, and grow is a developmental opportunity for you. Here are some suggestions that may help you develop in this area:

1. Make time to meet with your people to coach them, offer feedback, hear their concerns, and offer guidance. This can be done formally, or if your context allows, in casual conversation.
2. Make sure people are set up for success. If someone is struggling with a task, ask them if they have the resources to succeed.
3. Only offer your opinion, or second-guess others' if it's absolutely necessary. Sometimes your idea is crucial, but at other times, it may not be necessary. When your idea always prevails, you make others less likely to share theirs.
4. Clearly define roles and provide context. When assigning a task, give people all the information they need so they have the full picture, can take action, and make appropriate decisions. Explain specific roles and responsibilities with all employees so people can work together cooperatively.
5. Even if their ideas aren't followed, make sure to acknowledge people for sharing them.
6. Make self-improvement a priority; budget time and money toward staff development, and help employees set a plan for their development.
7. Help people learn from mistakes and encourage risk taking. Encourage people to learn new skills, test new ideas, and learn from their failures. When they make a mistake, help them reflect on the experience so they can learn from it.
8. Make an effort to include others in discussions and decision-making, especially those who are quieter or less outspoken.

## Your Personal Power Might Interact With Your Coworkers' Perspective

Your co-workers rated you low on "Empowering", and your self-assessment indicates a high score on "Capable Self". You should be particularly attentive to the following issues:

You are likely to possess great determination and confidence in your ability to succeed. In fact, you may be so confident in your own abilities that you may fail to delegate and give others an opportunity to develop new skills. Your high Capable Self score coupled with a low score on the Empowering–Disengaging Scale means that you can sometimes overlook the development of your subordinates. This may not be deliberate, but a consequence of your sense of self-mastery. It's hard to delegate or give opportunities to others when you feel you could do it better and more quickly yourself. Keep in mind that your work gets done with and through others, and that your job as a leader is not to succeed as a sole contributor but to bring out the best in others.

## Recommendations

- Your sense of confidence in your ability to succeed may make you more independent than others, and thus less inclined to include others in your decision making. Be mindful of this tendency, and make it a habit to invite others into your thought process, and to solicit and include their opinions.
- Make it a habit to work collaboratively, even if it's not entirely necessary. Involve others in your projects so that they can learn from you and develop their skills.
- Others may come to rely on you to make decisions because of your confidence. Yet this won't improve their skills, or help them develop their own decision making. Whenever possible, make it a habit to delegate and make subordinates responsible for decision making.
- Make a regular time to sit down with your staff to check in and provide support and coaching. Don't leave it up to them to ask you, nor wait until there is a problem. Put it in your calendar so it happens automatically and regularly.




**Conflict Averse –  
Conflict Competent**


*"What you don't do can be a destructive force."*  
Eleanor Roosevelt

The Conflict Averse-Conflict Competent Scale describes the degree to which a leader productively engages with conflict, mediates disagreements, and facilitates difficult conversations. It evaluates how well and how quickly they can act decisively, and intervene appropriately when interpersonal difficulties and conflict emerge.

People who score high on this scale display a readiness to confront conflict. They are often called upon by others to mediate disagreement or conflict. They know how to hold difficult conversations and facilitate difference productively. They don't shy away from taking a strong stand or making decisions which could be unpopular or controversial.

People who score low on this scale appear to shun conflict. They seem reluctant to address conflict, often letting it escalate or fester in unhealthy ways. They avoid sensitive issues and controversial topics, often failing to confront difficult situations or people which need addressing. Their tendency to avoid conflict means they may also refrain from making decisions which could be controversial or unpopular.

**Why Is This Important?**

Today's workplaces are increasingly diverse places. Employees with different cognitive and communication styles, from different social backgrounds, and with different strengths and weaknesses have to work together and collaborate on a daily basis.

When conflict is managed correctly, it can be a source of creativity and growth. Being able to facilitate conflict not only reduces friction and animosity, but allows for the healthy, robust debate that is essential for solving problems, creating strategy, and coming up with new ideas. Organizations and teams who know how to utilize conflict have a strategic advantage: they are more innovative, have stronger bonds, and can collaborate more effectively.

Being able to hold difficult conversations is a vital part of employee development. Yet, when leaders are conflict averse, they often avoid giving feedback and holding performance conversations, or they do so only perfunctorily, rushing to get it over with. This can make an already stressful experience even worse. Leaders who are conflict competent are able to confront difficult situations and hold people accountable. They can deliver feedback, even critical feedback, honestly and sensitively, keeping the person's growth and development as a top priority.

Conflict competent leaders can act decisively and take appropriate action when needed. They are willing to go against popular sentiment, and make unpopular decisions if necessary. While open to feedback, they do not let their concern for other's opinions or reactions hamper their decision making.

**How Your Colleagues View You**

Your ratings suggest that you are high on this scale. You are seen as someone willing and able to mediate conflict, facilitate disagreement between people, and hold challenging conversations. You appear unafraid to take a strong stand if necessary, and able to step forward and take action, even if your decisions and actions may be controversial. In the eyes of others, you are someone to turn to for help finding productive solutions to conflicts.

## **Suggestions for Development**

Being adept at working with conflict and being comfortable bringing up controversial topics is a commendable skill, and one that others admire. Overall, this aspect of your leadership is evaluated very highly by others. While you have little to improve, be aware that not every organization prizes this ability equally; be sensitive to the culture and conflict tolerance of your organization so that you apply this skill judiciously and appropriately.

If you do see room for improvement, and would like to further develop in this area, some of these suggestions may be useful to consider:

1. Though you are good at conflict, are those on your team also conflict competent? Consider ways you can help others become more adept at managing conflict and giving direct and useful feedback when necessary.
2. When people disagree, notice it, comment on it, and appreciate people for bringing in their diverse views. Use your conflict competency to make people feel safe to have robust debates and speak up with their different viewpoints.
3. Is your conflict competence applied equally? Is it easier to raise difficult topics with subordinates than with peers? Or with peers more so than with your manager? Consider if there are specific topics, situations, or people in which you find it more challenging to apply your conflict competence. See what you can do to improve in that area.

## Role-Awareness Domain



*"The cost of leadership is self-interest"*  
Simon Sinek

Role awareness is the capacity to see yourself and your behavior through the lens of the organization. It involves understanding your role within a given environment, the expectations placed on that role, and knowing how to meet those expectations. It involves higher order empathy—being concerned with the greater good. Skills and ability for role awareness include navigating the political and organizational landscape in a professional and contextually appropriate way, and recognizing your personal needs and interests, and when these may be at odds with organizational interests.

Your scores in this section reflect how your colleagues who participated in this assessment see you on the following leadership related behaviors:

**Preferential – Fair** which measures the degree to which a leader treats people fairly and evenly, regardless of personal preferences.

**Indiscreet – Diplomatic** which measures the degree to which leaders protect confidentiality, refrain from gossip, and conduct themselves in a manner which reflects positively on the organization and its leadership.

**Indulgent – Judicious** which reflects the degree to which leaders place the interests and needs of the organization above their own and refrain from exploiting their role to their own advantage.

**Please remember:**

Scores indicate percentile ranks compared to the norm group of individuals who completed this assessment previously. Low scores indicate a comparatively low standing as compared to this norm group, and should be interpreted as developmental opportunities, rather than absolute weaknesses.

Please turn to the next page to start exploring your scores in the Role-Awareness Domain in more detail and to view your feedback and suggestions for development.



**Preferential –  
Fair**

65

*"The way you see people is the way you treat them, and  
the way you treat them is what they become"*

Johann Wolfgang von Goethe

The Preferential-Fair measures the degree to which a leader treats people fairly and evenly, regardless of personal preferences.

People who score high on this scale treat people impartially. They do not indulge in favoritism, nor do they let their personal preferences influence their decision making. They follow proper policy for hiring and promotions and give people equal time and attention. They also keep an eye out for cliquish or exclusive behavior, and take steps to discourage in-groups or factions that often lead to discriminatory or unjust practices.

People who score low on this scale appear to let their personal preferences influence their behavior and their decision-making. They appear to play favorites, or tend to surround themselves with friends, allies, or like-minded people. In the eyes of others, they seem to promote, hire, and give advantage to people not on the basis of skill or experience, but on the basis of favors, friendship, or familiarity.

### **Why Is This Important?**

Appropriate use of authority means working within organizational structures and following formal policies, rules, and organizational processes. Effective leaders support these structures not only in word, but also in their behavior.

Preferentialism, favoritism, or nepotism can take many forms. It includes granting favors to a friend or relative, spending more time with some people, and less with others, and enforcing rules unevenly. Preferentialism can also result in cliques, factions, and in-group and out-group dynamics. Preferential managers may overlook work poorly done and not enforce rules evenly. They can give more time, attention and opportunities for advancement to some people, while neglecting the development of others.

Our subtle preferences and biases influence our decision making much more than we think they do. Workplace surveys show that overwhelmingly, employees feel that opportunities, pay, and promotion are unfairly distributed, and that favoritism is widespread.

When people feel that hiring, promotion, or opportunity is unfairly bestowed, it damages morale. People can become frustrated and apathetic if they feel their work and effort are not rewarded. When factions and cliques are allowed to flourish, it can result in lowered trust and divisiveness. Companies that allow favoritism to impact hiring and promotion also run the risk of lawsuits.

### **How Your Colleagues View You**

Your ratings suggest that you are high on this scale. You are regarded as a fair and unbiased boss, someone who doesn't let personal preferences influence decision making. You don't surround yourself with friends or close allies. You are mindful of the importance of healthy team dynamics, and strive to create an atmosphere of fairness by discouraging cliques and exclusive behavior. You attempt to give equal time, attention, and opportunities to others, regardless of your personal preferences.

## **Suggestions for Development**

Your reputation as a fair and unbiased leader is admirable. People feel fairly and evenly treated, which contributes to a healthy and productive work environment. Overall, this aspect of your leadership is evaluated very highly by others. While you have little to improve, be mindful that in your drive to treat people equally you don't miss opportunities to address performance differences. While fairness is a virtue, equal treatment can be demotivating for high performers who need to be rewarded for their excellence.

If you do see room for improvement, and would like to further develop in this area, some of these suggestions may be useful to consider:

1. Be mindful about public praise. It's hard to notice how we distribute our attention and praise unevenly. Yet others notice this immediately. Some people do not speak up about their successes, or offer ideas in public. It's important that those who are more comfortable asking for attention in public aren't prioritized over those whose style is more private or introverted.
2. Remember the impact your expectations have on someone's performance. People are likely to rise to the level of your higher expectations. And the same is true in reverse: you can unintentionally lower a subordinate's lower performance by expecting less from him or her, and not giving the same time and attention as you would to others. Be mindful to give people equal opportunities to perform. If someone doesn't perform to your expectations, be sure to give them corrective and supportive feedback; don't just leave them out of future opportunities.
3. Be sure to set appropriate boundaries. If an employee is trying hard to get close to you, or to curry your favor, know when and how to create a boundary. It's hard not to get flattered, or respond in kind. But if you respond to those overtures, you can incur jealousy and conflict on your team, or appear to lack professional distance.


**Indiscreet –  
Diplomatic**


*"Forethought is easy, repentance is hard."*  
Chinese Proverb

The Indiscreet-Diplomatic Scale measures the degree to which leaders protect confidentiality, refrain from gossip, and conduct themselves in a manner which reflects positively on the organization and its leadership.

People who score high on this scale can be trusted with confidential information. They don't engage in gossip, and try to inhibit others from gossiping as well. They don't complain publicly or criticize the organization or people in it, and are mindful that their behavior reflects positively upon of the organization.

People who score low on this scale can be imprudent when it comes to confidential information. They may engage in gossip or share sensitive information with others. They have a reputation for airing grievances publicly, or discussing work matters, people, and the organization inappropriately. They seem to lack political judgment, and behave in ways that don't always reflect positively on the organization.

### **Why Is This Important?**

Effective leaders are socially astute; they are able to navigate office politics and organizational issues without getting embroiled in dramas or gossip. They display professionalism in their behavior, and strive to be positive role models for others. Leaders are expected to set the standard for professionalism and are judged not only for their competence, but also for their conduct in public.

Leaders are privy to sensitive information, and properly using authority entails knowing if, when, and to whom to disclose it. One of the most important things leaders can do to advance in their career is to show that they can be trusted with confidential information. Being seen as trustworthy is critical to their success in the organization and to their career more broadly.

Gossip and inappropriate disclosure of information can have a harmful effect on people and on the organization. It erodes trust and morale, and can contribute to divisiveness, jealousy, and conflict among coworkers. Improper disclosure of information can also lead to grievances and lawsuits.

### **How Your Colleagues View You**

Your ratings suggest that you are high on this scale. Others see you as trustworthy with sensitive and confidential information. You tend to be discrete and refrain from gossiping about others, about organizational issues, or about office politics. You discourage gossip and encourage people to speak directly with each other if they have a conflict. In the eyes of others, your conduct in public projects positively on the organization and its leadership.

## **Suggestions for Development**

You have a reputation as a trustworthy and discreet leader. This is commendable, and this aspect of your leadership is evaluated very highly by others. While you have little to improve, be careful that in your effort to discourage gossip you don't overlook its underlying causes; sometimes gossip can be an indication of a problem that needs addressing or resolving.

If you do see room for improvement, and would like to further develop in this area, some of these suggestions may be useful to consider:

1. If gossip is an issue on your team, consider the possibility that people don't have sufficient information. Especially in times of uncertainty, gossip increases. Talk to people more. Send out communications, keep your door open, and make sure people know, as much as they can, what is happening. Otherwise, innuendo and rumors will abound.
2. Confront those who gossip in private. When there is no consequence to gossiping, it will continue. People who gossip may need help. They may be gossiping because they don't know where to go with their issue. Or, they may be gossiping as a way to gain prestige, power, or friendship. Let them know that gossip is not tolerated, and help them find a solution to the problems they're using gossip to solve.
3. To decrease gossip, create a climate where people can be direct with one another. Encourage people to air grievances directly. Help people sort out their conflicts. Be open to hearing issues, feedback, and problems. If people feel that there's no opportunity to discuss their issues, and to work out their conflicts, gossip may result.


**Indulgent –  
Judicious**

**72**

*"Rank does not confer privilege or give power.  
It imposes responsibility."  
Peter F. Drucker*

The Indulgent-Judicious Scale reflects the degree to which leaders place the interests and needs of the organization above their own and refrain from exploiting the perks and privileges of their role to their own advantage.

People who score high on this scale refrain from over-indulging in the benefits and privileges accorded to them by virtue of their role. They tend not to exploit their status or overreach their authority, and be modest about their accomplishments. They place the interest of the organization ahead of their own, and are conscientious about fulfilling the responsibilities of their role.

People who score low on this scale appear to indulge in the benefits and privileges accorded to them in their role. They may not follow the rules set for others, or use organizational resources extravagantly, such as personal leave, setting their own hours, or use of personnel. They may exploit their status, overreach their authority, and make their own needs and interests a priority.

**Why Is This Important?**

The higher one rises in a hierarchy the more resources one has at their disposal. At the same time, this greater access is often accompanied by less oversight. Leaders are thus often faced with an opportunity to use their role to their own advantage. The sense of status and power can be intoxicating, and it can be easy to overreach one's authority. Yet indulging in the perks and privilege of the role, and losing sight of responsibilities and the organization's best interest, is a sure way to derail one's career.

Of course, the hard work that a leader devotes to the organization does need to be compensated, but it's important to know the fine line between appropriate compensation and indulgence. Indulgence often begins with small, seemingly innocent behaviors, but before long, it can become a habit, and something that others notice as well.

The danger of indulgence is twofold. When the leader's needs take precedence over organizational needs, this can lead to corruption, deceit, and poor morale. People take their cue from the leader. A leader who bends rules, or succumbs to self-interest will create an atmosphere where people show contempt for the rules and put their self-interests ahead of the organization's. The second danger is to the leader's career. Mistakes due to lack of self-control, intemperance, and entitlement can derail one's career quickly.

**How Your Colleagues View You**

Your ratings suggest that you are high on this scale. Others see you as modest and discreet about your status and position. You don't take undue advantage of the benefits of your role and seem careful to distinguish between personal and organizational interests. You hold yourself to high ethical standards, and behave in the way that you expect from others: being punctual for meetings, calls, and appointments. In general, others see you as placing the needs of the organization first, and not abusing the perks of your position for your own benefit.



## **Suggestions for Development**

Your self-restraint and ability to distinguish self from organizational interests is commendable. You clearly hold yourself to high ethical standards. Overall, this aspect of your leadership is evaluated very highly by others. While you have little to improve, be careful that you don't adhere to rules and guidelines over and above common sense. Workplace rules should continuously evolve to meet the needs of the organization and its workforce.

If you do see room for improvement, and would like to further develop in this area, some of these suggestions may be useful to consider:

1. Your role may contribute to a slight perception of indulgence. Individual contributors, creative professionals, founders and owners, and top level managers need latitude to come and go as they please, and tend to work independently. While it's not possible to change these behaviors, taking care to explain the underlying reason for your actions may help defuse the tensions people feel towards the appearance of entitlement.
2. Keep in mind the importance of people around you. Make sure they can give you honest feedback. Leaders who struggle are often aided and abetted by followers who do not intervene or give honest feedback.
3. Always keep in mind the "noble goal" of your role. What is the higher purpose of your role, your organization, or of your profession? What are the qualities you, in that role, are meant to embody? Review your decisions in light of this higher purpose.

## Developmental Drive Results

The final section of the Power Profile<sup>®</sup> contains insight into your Developmental Drive—the attitude, motivation, and capacities which can support your personal development process. It relies on the information you provided in the self-assessment portion of the Diamond Power Index<sup>®</sup>, and reflects the following strengths and opportunities related to your leadership development potential:

- Openness and curiosity: interest in and receptivity to feedback and guidance from others, and the ability to absorb new information, and make it useful to your development, as reflected in your **Self Improvement** score
- Discernment: the ability to sift through feedback and critically assess what is important, and whether, how, and where to apply it, as reflected in your **Self Protection** score

Your Developmental Drive results will assist you and your coach in selecting areas to target for change, identifying which coaching interventions will be most useful, recognizing critical interactions between your scores on Personal Power and Power Perspective, and finally, gaining a broader perspective on your strengths and opportunities as a learner.

Please turn to the next page to start exploring your Developmental Drive scores in more detail and to view your feedback and suggestions for development.



## Self Improvement


 56

*"Do one thing every day that scares you."*  
 Eleanor Roosevelt

The Self Improvement scale measures individuals' willingness to engage in personal development. Self-improvers are individuals who believe in the value of learning and feedback, show a strong and steady desire to develop, and are prepared to exert effort in the change process.

People who score high on this scale make their self-development a top priority. They see life as a process of continual improvement and strive to better themselves through a variety of activities, including attending courses, working with a coach, reading books, and seeking out feedback from others. Great self-improvers are inquisitive about new ideas, eager to try on new behaviors, and are willing to make mistakes in the pursuit of their own development. They are comfortable with criticism and pursue their personal development with commitment and energy.

People who score low on this scale rate themselves as less intent on changing their behavior. They may accept themselves as they are, feel that some behaviors can't change, or simply don't see an opportunity in their current situation to develop. They don't actively pursue opportunities for learning, such as coaching or getting feedback from others, and appear to doubt the effectiveness of learning and development activities.

### Your Own View

You scored about average on this scale, suggesting that, to a degree, you are willing to focus on your development. You are prepared to make a sustained effort to improve your leadership ability, however, your motivation may vary depending on your circumstances. Your desire to self-improve could depend on your context, and sometimes you may need to be persuaded by others. Your answers indicate that overall, you believe in the benefits of professional development and that people can improve their performance, but success may not always be assured. With the right set of circumstances, you will seek out opportunities for self-improvement and try out new behaviors and ways of doing things.

### Suggestions for Development

Your average score on this scale could have a variety of reasons. You may be naturally inclined to learn and develop, but a recent or past difficult experience with a manager, coach, or teacher might make you skeptical about your ability to change. Or something in your current context may be demotivating. As well, negative prior learning experiences can lead to doubt about one's capacity for change. If you'd like to improve your score in this area, the following tips may be helpful:

1. Remember things you successfully improved or developed that were not easy to change. What made you successful at doing so, and what could you take from that experience to help you now?
2. Social support keeps you motivated and accountable. Ask a friend or mentor to help keep you accountable by checking in with them on your progress weekly.
3. Do you feel discouraged about your growth because of your current work context: a new role, task or project, life event, or challenge with co-workers? If so, is there something you could do to change that current context? Accept it? Leave it? Get help with it? Consider seeking out a mentor or peer who can encourage and support your self-development, or consider focusing your change efforts on other areas of your life.



## Self Protection

64

*"Above all else, guard your heart, for everything you do flows from it."*  
Proverbs 4:23

The Self-Protection scale describes the degree to which individuals protect their sense of identity from others' judgments and feedback. Self-Protection appears as discrimination and caution towards feedback and suggestions for improvement. While in some cases Self-Protection might point to defensiveness, some Self-Protection may be useful to assess the value of the feedback, the motives of the feedback giver, and the context and values within which feedback is given. While being too guarded and skeptical will prevent opportunities for growth, having some discernment helps make feedback relevant to one's own developmental goals.

Individuals high on this scale tend to be skeptical and guarded towards others' feedback and evaluations. A high score on Self-Protection may point to defensiveness, change aversion, or a lack of openness to learning. People high in Self Protection are not easily persuaded to open up to feedback or suggestions for improvement. To what degree this inhibits learning has to be evaluated by taking into account other factors, for instance, the person's overall interest in change and growth.

Individuals low on this scale are very open to feedback and to exploring new behaviors. They readily accept suggestions for change, and see feedback as an opportunity for development, making it their responsibility for finding its value. However, scoring very low on this scale can also place one at risk of being too open to feedback; not everything can or should be changed, and not every suggestion for improvement is useful. Openness to feedback has to be coupled with a discerning self-awareness, otherwise individuals can put too much effort into changing in ways that run counter to their personality and their strengths and abilities.

### Your Own View

You scored above average on this scale. You tend to approach criticism and feedback from others with skepticism. Before accepting feedback wholeheartedly, you may first attempt to assess its accuracy or the motivations of those giving the feedback. For you to see value in feedback, you have to be certain that it comes from people who take the whole picture into account. It's important for you that feedback relates to your own goals for development.

### Suggestions for Development

You are discerning and cautious about feedback. To make sure you're not missing opportunities for growth, you may be interested in some of these suggestions for improvement in this area:

1. Ask yourself whether your approach to feedback is specific to your current role or organization. If you have been more open to feedback in other roles or organizations, consider speaking to a coach or mentor about ways to make feedback more useful to your development.
2. Make it a practice to write down your own developmental goals, and your benchmarks for success. Make sure that whenever you receive feedback, you have your own goals in mind, and relate the feedback to them. If you want, discuss this with a coach, colleague, or manager.
3. Make it a practice to view feedback neutrally. We often receive the same feedback from different sources, so even if it is delivered in a manner not to our liking, the core message may have something of value.
4. Frame the feedback in your own language. Reformulate it in your own words, and find examples from your own experience. The more feedback is experienced as your own, the easier it is to relate to it and make it useful.

# Development and Coaching Guide: Making the Most of Your Power Profile®

## I. Questions and Reflections

Before starting, take some time to ask yourself about your own leadership goals. Using these questions (and your own as well), write down your current goals as a leader:

- What's your leadership philosophy or vision? What is your definition of leadership?
- According to your definition, how are you doing?
- What are your developmental goals as a leader?

What's important to me? Where do I want to be as a leader:

### Personal Power and Developmental Drive Scores

#### 1) Look at your highest scores.

What strengths do they point to? Are they familiar? Do you value them? How do they appear in your behavior, and in your attitude and approach to work? How do they assist you...

- In your leadership role?
- In your developmental process, i.e., facing challenges and learning from experience, difficult as well as positive experiences?

Notes:

## 2) Look at your relatively lower scores.

- Are they related to your current context in some way: your role, a new task or project, a life event, challenges, or conflicts? If so, is there anything you could do to change that current context? Accept it? Leave it? Get help with it?
- These scores reflect your own self-assessment. Do you rate yourself low because you set high standards for yourself? Are you not easily satisfied with your performance? Do you tend to be more focused on your developmental gaps than your accomplishments? How does this serve you? How does it not?
- If the score is something you want to improve, what suggestions speak to you in the report? What other ways can you think of to improve that ability?

Notes:

## Power Perspective Scores

### 3) Choose one Power Perspective Score you want to improve.

It should be meaningful in some way: it relates to your role; it's something you value; it connects to the leadership goals you described above. Ask yourself:

- What does this mean to me? What behaviors come to mind when I consider this score?
- What possible *strength* or *positive* personality characteristic is implied by this score? For example, a lower score on the "Intimidating–Approachable" scale might mean that you have very high standards. Maybe you speak your mind more easily than others do, or you are not hesitant to share your ideas. An average score on "Conflict Averse–Conflict Competent" might reflect your strength as a collaborator. Take some time to consider the strength or positive characteristic implied by your score.

Notes:

#### 4) Consider the possibility that every strength is a double-edged sword.

Your score to improve may be an "over-played" strength. We often overuse our strengths without being aware of doing so. If this is true for you, consider some of these possible reasons you overuse it:

- Habit  
(It's automatic, and can be done without thinking. It's therefore just the easiest option.)
- Values  
(You prize this ability more than others. You see it as a superior way of being.)
- Culture  
(It's what you've learned over the course of your lifetime, reinforced by family, friends, culture. It's what others have always done around you do.)
- Lack of other skills  
(You just don't know other means to get things done.)

Notes:

#### 5) Consider the distorting effect of power.

A "lens of power" can skew people's perceptions in two directions: it alters the perceptions of those in power, but also, and importantly, it alters the perceptions of those in the power holder's sphere. For instance, a simple comment by a manager can be interpreted as a command. A lighthearted joke meant to ease the atmosphere can be experienced as insensitive or callous. Communication, behavior, and attitudes are filtered through the lens of power, and can influence ratings in different ways. For example:

- Those in power can be the target of other's admiration and jealousy, and be subject to higher—and often unrealistic—expectations.
- Those in power frequently receive inaccurate feedback. People won't and can't always be honest with them, out of fear, self-interest, or bias.
- Leaders are judged not only for their words, but for their actions; for the behavior of those around them, not only for their own; and not only for what they say, but for what they neglect to say.
- Leaders are subject to personal prejudices against power and authority. Mistrust of those in power can create skeptical, antagonistic, or even hostile attitudes towards leaders.
- Leaders are subject to grievances and grudges, past and current, which could not be aired. The opportunity to give anonymous feedback can be used for retribution.
- Leaders are a symbol of the organization, and an evaluation could be seen as an opportunity to express dissatisfaction with the organization or its leadership in general.
- Leaders are subject to political maneuvering from their rivals. People who seek to gain advantage may see leaders standing in their way of success, or as potential allies with whom to curry favor.

Reflecting on these points, and considering your score, ask yourself:

- How might you create the impression of committing these behaviors? Are your actions and words aligned?
- Do you permit these behaviors in others? Are you being judged for the behaviors of those around you, more so than for your own? How does this behavior flourish on your team and what can you do about it?
- If there are prejudices or grievances that you feel may be at play, consider what you can do to mitigate and ameliorate that problem.
- If you feel there may be political maneuvering or rivalry at play, how can you stay effective and influential, even with your rivals?
- If you feel your intentions differ from the behavior that others perceive, consider possible root causes: Is it something that happens under stress? A lack of skills? The result of holding high standards? Disliking conflict or direct confrontation? Being too busy and unavailable? Discuss with your coach, mentor, or manage possible root causes underlying the score.

Notes:

**6) Look for a connection between your Personal Power scores and the Power Perspective score.**

Do you see a connection between your Personal Power and how others rate you that sheds light on your behavior?

Notes:

**7) Finally, summarize your insights in this chart before going onto the next section:**

Power Perspective scale to consider:

Possible strengths that underlie it:

How do I make this impression?

Other root causes to consider:



## II. Creating a Road Map for Change

Changing behaviors is complex because it involves two, separate, and equally difficult tasks:

**Stopping** something known, comfortable, and at which we're proficient, whether or not it serves us. Because we're so good at it, it gives us immediate rewards, such as the feeling of being useful, a sense of accomplishment, or the intrinsic reward of feeling masterful.

**Starting** something unknown. Doing something new is hard because we simply won't be very good at it. We feel awkward and uncomfortable. We may make mistakes. Our ego resists being a beginner. Developing may require changing deeply held beliefs.

*Look over the three charts below, review the difficulties associated with each behavior, and consider the suggestions provided for how to work with them.*

What behavior do I have to STOP or become more aware of?	Ways to address it	Notes, examples
<p>Is it an over-reliance on my strength?</p>	<p>Become more judicious and discerning about the strength: know when and where it's needed.</p> <p>Be more courageous about developing yourself in other areas so you aren't tempted to over-use your strengths.</p>	
<p>Is it an automatic reflex, triggered without my awareness?</p>	<p>Notice and track the situations that trigger the behavior</p> <p>Become more mindful about your responses and behaviors.</p> <p>Adjust your social group, finding mentors, or colleagues who can support the new behavior.</p>	
<p>Is it connected to a belief or value I hold?</p>	<p>Uncover the beliefs, life experience, or biases that underlie your commitment to the behavior.</p> <p>Adjust your social group, finding mentors, or colleagues who support other values.</p>	
<p>Does it serve a nonconscious purpose?</p>	<p>Find out what purpose it serves and either let go of it, or find another way to serve that purpose.</p>	

What behavior do I have to <b>START</b> or learn and practice?	Ways to address it	Notes, examples
<p><b>Do I lack a pattern or model for it?</b></p>	<p>Find peers, colleagues, and mentors who model the new behavior.</p> <p>Make mental models by finding instances of it in others, in books, movies, history, and popular culture.</p>	
<p><b>Does it run counter to a belief or judgment I hold?</b></p>	<p>Adjust your social group, finding mentors, or colleagues who can support the new behavior.</p> <p>Find new beliefs, attitudes, or rationales that support this new behavior.</p>	
<p><b>Does it challenge me to take risks, make mistakes, be a beginner?</b></p>	<p>Praise yourself for taking risks and learning, and forget about outcomes for the time being.</p> <p>Keep notes on your progress.</p> <p>Get encouragement from others.</p>	
<p><b>Do I need self-motivation to practice and stick with it?</b></p>	<p>Be accountable to someone or something.</p> <p>Set small, doable goals for yourself.</p> <p>Start with one small habit that you can easily master.</p> <p>Check in with someone about your progress.</p>	

List 1 – 3 behaviors to IMPROVE	1	2	3
<p><b>Make it relevant:</b> How is it connected to your own leadership goal or central values?</p>			
<p><b>Make it achievable:</b> Define one small, easily doable habit to practice.</p>			
<p><b>Be accountable:</b> How will you be accountable, check in, follow up?</p>			
<p><b>Create a social identity:</b> Who will reinforce it? What peers, network, or mentors support it?</p>			
<p><b>Encode it elaborately:</b> What story, image, or movement anchors this new behavior, making it memorable, easy to retrieve, and 'sticky'?</p>			