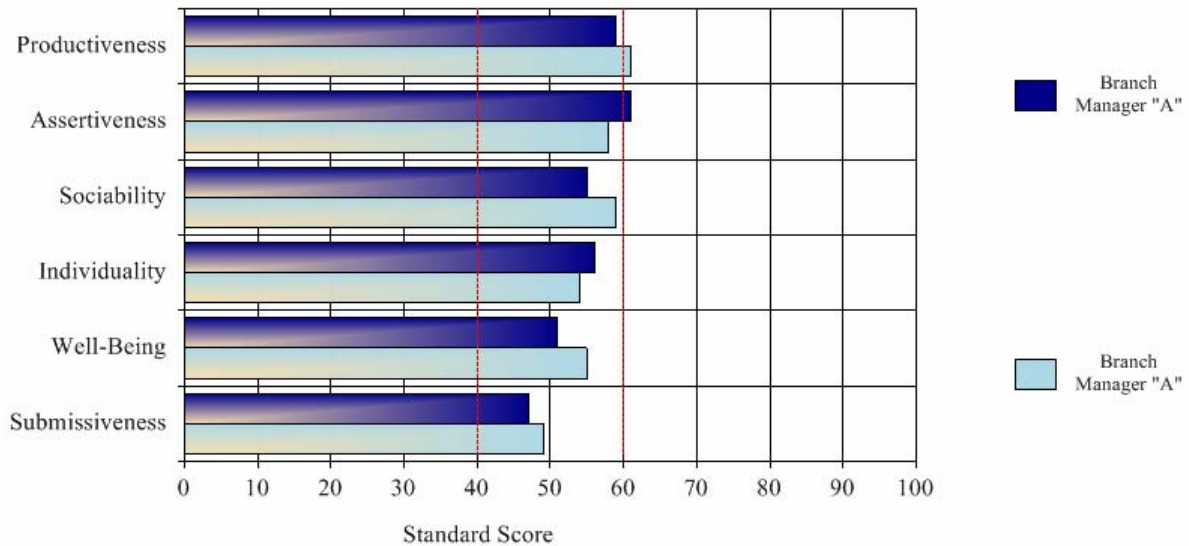


Sample "A Level" Report

For

Branch Manager "A"

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Productiveness

He may be resourceful, resolute, goal-oriented, and able to get things done. Intellectual challenges and cognitive activities may be sought and enjoyed. He may value power and its use, either by himself or others. *This may be present a positive image to colleagues and customers.*

The following (Ideal) may occasionally occur: He is resourceful, resolute, goal-oriented, and able to get things done. Intellectual challenges and cognitive activities are sought and enjoyed. He values power and its use, either by himself or others. *This may be present a positive image to colleagues and customers.*

Assertiveness

He is a determined, strong-willed, self-rewarding, and fun loving leader who is strongly insistent on having his way.

The following (Ideal) may occasionally occur: He may be a determined, strong-willed, self-rewarding and fun loving leader who is insistent on having his way.

Sociability

He may be cheerful, compassionate, warm in his interactions, and may have many close interpersonal relationships. *This may create effective relationships with colleagues and customers.*

Individuality

He may be ingenious and unconventional, and he may 'create his own path' rather than

follow that others. *He may find solutions for customers that others would miss.*

The following (Ideal) may occasionally occur: He is as independent and self-directed as are most people: Neither creating a unique leadership style nor too closely following that of others.

Well-Being

He is as calm, relaxed, and, in general, capable of handling stress or conflict as are most people.

The following (Ideal) may occasionally occur: He may be calm, relaxed, satisfied with himself, dependable, and *a source of stability and comfort to colleagues and customers during stress or conflict.*

Submissiveness

He is as cooperative and willing to either follow or lead, as appropriate, as are most people.

Vocational Implications

Real Self

Ideal Self

Approach To Life

Affected AND Intellectual

Scientific AND Pragmatic

Reasoning Method

Synthesis WITH emphasizes personal values

Analytic AND Reductionistic

Responds To

Ideas AND Action

Concepts AND Practical problems

Career Focus

Performing and dramatic arts
Sales
Arts and humanities
Journalism
Management
Medicine
College Professor
Social services

Commerce and business
Finance
Management
Service occupations
Teacher
Sciences
Mathematics
Politics

Strengths (Real Self)

Assertiveness: Ascendant, demanding, strong-willed tendencies demonstrated

Strengths (Ideal Self)

Productiveness: Resourceful, resolute, productive behavior resulting in the

through active, pleasurable, and self-satisfying behavior.

Optimism: A positive orientation expressed in cheerfulness, adaptability, and focus.

Achievement: To strive to be outstanding in pursuits of socially recognized significance.

Dominance: To seek and maintain a role as a leader in groups, or to be influential and controlling in relationships.

Self-Confidence: To attain gratification through self-confident, poised, and self-assured behavior.

Self-Satisfaction: The sense of personal worth or harmony between what one is and what one wants to be.

Creativity: The desire to do and think differently from the norm, and a talent for originality.

Playful: The attitudes of playfulness, impulsivity, and self-centeredness that are associated with the concept of a 'free' or very expressive child.

Constraints (Real Self)

Coaching Readiness: To accept coaching, training, or professional advice in regard to personal or professional behavior.

Security-Seeking: The attitudes of deference, conformity, and self-discipline that are associated with the concept of an 'adapted' or very dutiful child.

completion of goal-oriented tasks. Power and intellectual ability are respected and utilized.

Optimism: A positive orientation expressed in cheerfulness, adaptability, and focus.

Achievement: To strive to be outstanding in pursuits of socially recognized significance.

Psychologically Perceptive: To value cognitive activity and to engage in attempts to understand the 'why' of things as well as one's own behavior or the behavior of others.

Self-Confidence: To attain gratification through self-confident, poised, and self-assured behavior.

Personal Adjustment: The ability to cope with situational and interpersonal demands and stress with a feeling of efficacy.

Self-Satisfaction: The sense of personal worth or harmony between what one is and what one wants to be.

Creativity: The desire to do and think differently from the norm, and a talent for originality.

Respectful: The attitudes of support, stability, and acceptance that are associated with the concept of a nurturing parent.

Work-Centered: The attitudes of independence, objectivity, and industriousness that are associated with the concept of a mature adult.

Constraints (Ideal Self)

Support-Seeking: To solicit sympathy, advice, affection, or emotional support.

Coaching Readiness: To accept coaching or professional advice in regard to personal or professional behavior

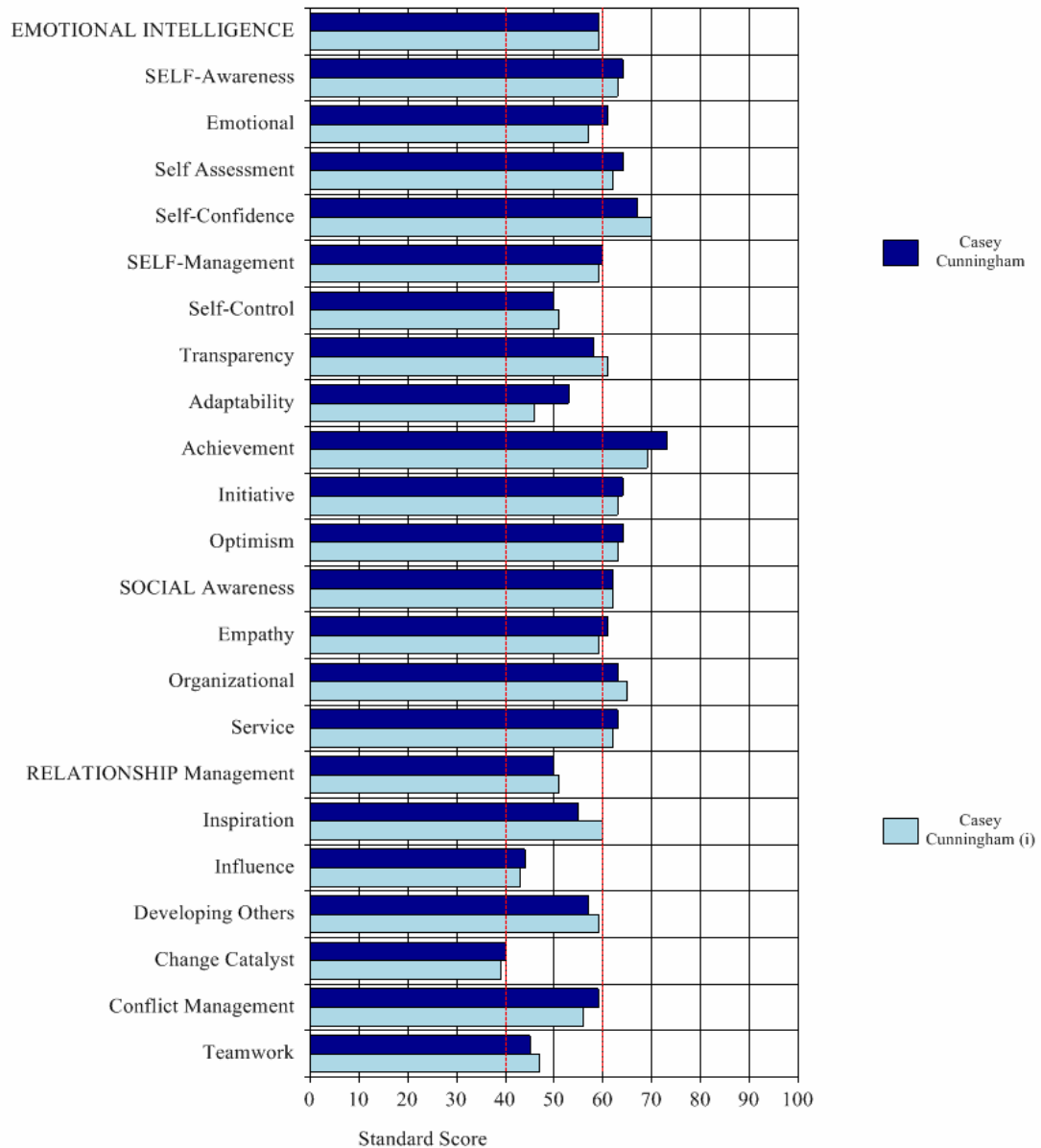
Security-Seeking: The attitudes of deference, conformity, and self-discipline

that are associated with the concept of an
'adapted' or very dutiful child.

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Emotional Intelligence

Goleman (*Emotional Intelligence, 1995; Primal Leadership, 2002*) states that IQ contributes 20% or less to the factors determining life success. The remaining 80% includes a set of emotionally based behaviors which determine how effectively intellectual ability can be utilized. It is usually desirable to be in the upper end of the average range or above, but not too high as then a strength may become an overpowering detriment.



Emotional Intelligence Subscale Definitions

Adapted from Appendix B in Primal Leadership: Realizing the Power of Emotional Intelligence by Daniel Goleman, Richard Boyatzis, and Annie McKee. Copyright 2002 by Daniel Goleman.

Self-Awareness

- **Emotional Self-Awareness:** Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.
- **Accurate Self-Assessment:** Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strengths.
- **Self-Confidence:** Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident leaders can welcome a difficult assignment. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

Self-Management

- **Self-Control:** Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the leader who stays calm and clear-headed under high stress or during a crisis or who remains unflappable even when confronted by a trying situation.
- **Transparency:** Leaders who are transparent live their values. Transparency – an authentic openness to others about one's feelings, beliefs, and actions – allows integrity. Such leaders openly admit mistakes or faults, and confront unethical behavior in others rather than turn a blind eye.
- **Adaptability:** Leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organizational life. Such leaders can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.
- **Achievement:** Leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements – both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning – and teaching – ways to do better.
- **Initiative:** Leaders who have a sense of efficacy – that they have what it takes to control their own destiny – excel in initiative. They seize

opportunities – or create them – rather than simply waiting. Such a leader does not hesitate to cut through red tape, or even bend the rules when necessary to create better possibilities for the future.

- **Optimism:** A leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leaders see others positively, expecting the best of them. And their “glass half-full” outlook leads them to expect that changes in the future will be for the better.

Social-Awareness

- **Empathy:** Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person’s perspective. Empathy makes a leader able to get along well with people of diverse backgrounds or from other cultures.
- **Organizational Awareness:** A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there.
- **Service:** Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such leaders monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

Relationship Management

- **Inspiration:** Leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.
- **Influence:** Indicators of a leader’s powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group.
- **Developing Others:** Leaders who are adept at cultivating people’s abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches.
- **Change Catalyst:** Leaders who can catalyze change are able to recognize the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.
- **Conflict Management:** Leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the

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feelings and views of all sides, and then redirect the energy toward a shared ideal.

- Teamwork & Collaboration: Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

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