
Assessment 11-1**Leadership Self-Assessment**

Instructions: For each bulleted subcompetency, rate your own strength by marking **H** (high), **M** (medium), or **L** (low). After you have rated each of the bulleted items, return to the competency and give yourself an overall rating (high, medium, or low).

Inner Work: Self-Awareness

- ◆ Develop clarity of personal values, purpose, and vision. **RATING:** _____
- ◆ Develop and execute a personal branding strategy. **RATING:** _____
- ◆ Demonstrate authenticity through behavioral alignment with values and vision. **RATING:** _____
- ◆ Take accountability for personal and leadership actions. **RATING:** _____
- ◆ Know and trust your own intuition. **RATING:** _____
- ◆ Learn to learn: new technology. **RATING:** _____

Inner Work: Resiliency

- ◆ Be willing to jump in and get things started. **RATING:** _____
- ◆ Seek opportunities for performance improvement and development. **RATING:** _____
- ◆ Build on others' ideas for the benefit of the decision. **RATING:** _____
- ◆ Maintain appropriate, empowered attitude. **RATING:** _____
- ◆ Persistence in managing and overcoming adversity. **RATING:** _____
- ◆ Act proactively in seeking new opportunities. **RATING:** _____
- ◆ Prioritize tasks and manage time. **RATING:** _____

**Working with Others (Managers, Subordinates, Peers):
Interpersonal and Relationship Skills**

- ◆ Understand and appreciate diversity of perspective and style. **RATING:** _____
- ◆ Participate and contribute fully as a team member. **RATING:** _____
- ◆ Demonstrate empathy and understanding. **RATING:** _____
- ◆ Build trust and demonstrate trustworthiness. **RATING:** _____

**Working with Others (Managers, Subordinates, Peers):
Communication Skills**

- ◆ Understand and adapt to your audience, helping others to learn. **RATING:** _____
- ◆ Express intention clearly and concisely in written communications. **RATING:** _____
- ◆ Build collaboration and clearly articulate intention in verbal communications. **RATING:** _____
- ◆ The formal presentation skills. **RATING:** _____
- ◆ Listen for understanding. **RATING:** _____
- ◆ Manage flow of communication/information. **RATING:** _____

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Assessment 11-1, continued

Leadership Self-Assessment

Working with Others (Managers, Subordinates, Peers): Employee Development (Coach and Motivate)

- ◆ Motivate employees to high performance. RATING: _____
- ◆ Coach for development and improved performance. RATING: _____
- ◆ Manage with appreciation and respect for diversity of individual values and needs. RATING: _____
- ◆ Delegate tasks as needed and with awareness of employee development opportunities. RATING: _____
- ◆ Select appropriate staff to fulfill specific project needs and responsibilities. RATING: _____

Working with Others (External): Customer Orientation

- ◆ Understand and apply customer needs and expectations. RATING: _____
- ◆ Gather customer requirements and input. RATING: _____
- ◆ Partner with customer in gathering requirements, maintaining communication flow, and managing work. RATING: _____
- ◆ Set and monitor performance standards. RATING: _____

Working with Others (External): Strategic Business Acumen

- ◆ Demonstrate ability to ethically build support for a perspective about which you feel strongly. RATING: _____
- ◆ Think holistically in terms of the entire system and the effects and consequences of actions and decisions. RATING: _____
- ◆ Operate with an awareness of marketplace competition and general landscape of related business arenas. RATING: _____
- ◆ Has general business acumen in such functions as strategic planning, finance, marketing, manufacturing, and research and development. RATING: _____

Working with Others (External): Project Leadership

- ◆ Build cohesive teams with shared purpose and high performance. RATING: _____
- ◆ Set, communicate, and monitor milestones and objectives. RATING: _____
- ◆ Gain and maintain buy-in from sponsors and customers. RATING: _____
- ◆ Prioritize and allocate resources. RATING: _____
- ◆ Manage multiple, potentially conflicting priorities across various/diverse disciplines. RATING: _____
- ◆ Create and define systems and processes to translate vision into action. RATING: _____
- ◆ Maintain an effective, interactive, and productive team culture. RATING: _____

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Assessment 11-1, continued

Leadership Self-Assessment

◆ Manage budget and project progress. RATING: _____

◆ Gather and analyze appropriate data and input and manage “noise” of information overload. RATING: _____

◆ Manage risk versus reward and return-on-investment equations. RATING: _____

◆ Balance established standards with need for exceptions in decision making. RATING: _____

◆ Align decisions with needs of business and with organization and team values. RATING: _____

◆ Make timely decisions in alignment with customer and business pace. RATING: _____

Working with Others (External): Creating and Actualizing Vision RATING: _____

◆ Create a clear and inspirational vision of the desired outcome. RATING: _____

◆ Align the vision with broader organizational strategies. RATING: _____

◆ Translate the vision into manageable action steps. RATING: _____

◆ Communicate vision to enroll and enlist staff, sponsors, and customers. RATING: _____

◆ Influence and evangelize (sales, negotiation). RATING: _____

◆ Gather appropriate input. RATING: _____

◆ Understand individual motivators and decision-making styles and use them to enroll others. RATING: _____

◆ Facilitate win/win solutions. RATING: _____

The Challenge of Change: Create, Support, and Manage Change RATING: _____

◆ Understand improvement Initiatives (three levels: managing your own transition/transformation, managing a corporate (external) change initiative, coaching others through transition) RATING: _____

◆ Identify and implement appropriate change initiatives/efforts. RATING: _____

◆ Promote and build support for change initiatives. RATING: _____

◆ Understand cost/benefit and return-on-investment of change initiatives. RATING: _____

◆ Manage transition with employees, guiding and supporting the change process. RATING: _____




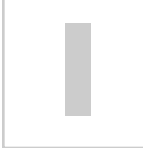
◆ Support staff in navigating transitional process and challenges through organizational change. RATING: _____

◆ Demonstrate and build resilience in the face of change. RATING: _____

Assessment 11-2**Quick n' Dirty DISC/PIAV Assessment**

Instructions: On these two pages, circle any words (as many as you want) that sound like descriptions of you.

Dominance, Influences, Steadiness, and Compliance (DISC)

	Careful	Urgent	
	Objective, clear	Pioneering	
	High standards	Innovative	
	Good analyst	Driven	
	Detailed	Likes challenges	
	Picky	Demanding	
	Aloof	Quick to anger	
	Fearful		
<hr/>			
	Steady and sincere	Optimistic	
	Patient	Motivator	
	Empathic	Team player	
	Logical	Problem solver	
	Service oriented	Emotionally needy	
	Apathetic under stress	Inattentive	
	Passive	Trusting	
	Resists change	Poor with details	

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Assessment 11-2, continued

Quick n' Dirty DISC/PIAV Assessment

TRADITIONAL

Search for value of life

Champion of beliefs

Rigid

Order, unity

Always right

SOCIAL

Help others

Empathy

Generous

Self-sacrifice

Can't say "no"

Stop hate and conflict

THEORETICAL

Seeks truth/ knowledge

Problem solving

Impractical

Watches Discovery
Channel, PBS

AESTHETIC

Achieve inner vision

Self-fulfillment

Humor or sarcasm

Impractical

Inner feelings, not logic

UTILITARIAN

Make money

Practical

Future-oriented, savings

Workaholic

Never enough

INDIVIDUALISTIC

Seeks to win

Control, power

End justifies means

Breaks rules

Can appear to
feel superior to others

Assessment 11-3**The Language System Diagnostic Instrument****Part One**

Instructions: This instrument contains three parts. Part One consists of five sets of three paragraphs each. For each set, pick your favorite paragraph. Do not be concerned with the actual content of the paragraph, merely with how you respond to it compared with the other paragraphs in the set. Read all three paragraphs and then make your selection, but do not deliberate too long; your first response generally is best. Indicate the letter of the paragraph that you have selected on your answer sheet by circling the appropriate letter (**A**, **B**, or **C**) for each set.

You have five minutes in which to complete the entire instrument.

1. **A.** The tinkle of the wind chimes tells me that the breeze is still rustling outside. In the distance, I can hear the whistle of the train.
B. I can see the rows of flowers in the yard, their colors shining and fading in the sunlight and shadows, their petals waving in the breeze.
C. As I ran, I could feel the breeze on my back. My feet pounded along the path. The blood raced through my veins and I felt very alert.
2. **A.** I like to be warm. On a cold night, I like to relax by a warm fire in a comfortable room with a cup of smooth, warm cocoa and a fuzzy blanket.
B. The child talked into the toy telephone as though he were calling a friend. Listening to the quiet conversation, I could almost hear the echoes of another child, long ago.
C. The view was magnificent. It was one of the most beautiful things I have ever seen. The panorama of the green countryside stretched out clearly below us in the bright, sparkling sun.
3. **A.** They appeared to be surprised when they noticed that there were other people on the beach. The amazement on their faces turned to eagerness as they looked to see if they knew any of the people on the sand.
B. I was helped up and supported until I felt my strength coming back. The tingling sensation that ran up and down my legs—especially in my calves—was stronger after I stood up, and my body was extremely warm.
C. People will express themselves more verbally if they can talk about their interests or assets. You can hear the increased enthusiasm in their conversations.
4. **A.** The feedback that the speaker received was an indication that she was communicating more effectively. The people in the audience seemed to be in tune with what she was talking about.
B. I want to understand how people feel in their inner worlds, to accept them as they are, to create an atmosphere in which they feel free to think and feel and be anything they desire.
C. Children watch adults. They notice more than we realize. You can see this if you observe them at play. They mimic the behavior of the grown-ups they see.

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Assessment 11–3, continued**The Language System Diagnostic Instrument**

5. **A.** Creative, artistic people have an eye for beauty. They see patterns and forms that other people do not notice. They respond to the colors around them, and their visual surrounding can affect their moods.
- B.** They heard the music as if for the first time. Each change of tone and tempo caught their ears. The sounds soared throughout the room, while the rhythms echoed in their heads.
- C.** Everybody was stirred by the deep emotions generated by the interaction. Some felt subdued and experienced it quietly. Others were stimulated and excited. They all felt alert to each new sensation.

Part Two

Instructions: This part consists of ten sets of items. Each item includes three lists (sets) of words. For each item, circle the letter (**A**, **B**, or **C**) of your favorite set of words. Do not focus on the meanings of the words. Try to work quickly.

- | | | |
|--|---|---|
| 6. A. Witness
Look
See | B. Interview
Listen
Hear | C. Sensation
Touch
Feel |
| 7. A. Stir
Sensitive
Hustle | B. Watch
Scope
Pinpoint | C. Squeal
Remark
Discuss |
| 8. A. Proclaim
Mention
Acoustic | B. Texture
Handle
Tactile | C. Exhibit
Inspect
Vista |
| 9. A. Scrutinize
Focused
Scene | B. Articulate
Hearken
Tone | C. Exhilarate
Support
Grip |
| 10. A. Ringing
Hearsay
Drumbeat | B. Movement
Heat
Rushing | C. Glitter
Mirror
Outlook |
| 11. A. Dream
Glow
Illusion | B. Firm
Quiet
Silence | C. Bright
Soft
Tender |
| 12. A. Upbeat
Listen
Record | B. Firm
Hold
Concrete | C. Bright
Appear
Picture |
| 13. A. Feeling
Lukewarm
Muscle | B. Hindsight
Purple
Book | C. Hearsay
Audible
Horn |

continued on next page

Assessment 11-3, continued

The Language System Diagnostic Instrument

- | | | |
|--------------------------------------|---------------------------------|---------------------------------|
| 14. A. Show
Observant
Glimpse | B. Tempo
Articulate
Sonar | C. Glowing
Lookout
Vision |
| 15. A. Purring
Overhear
Melody | B. Smooth
Grasp
Relaxed | C. Glowing
Lookout
Vision |

Part Three

Instructions: This part consists of ten sets of three short phrases each. In each set, circle the letter (A, B, or C) of your favorite phrase. Complete this task in the time remaining.

- | | | |
|--------------------------------|-------------------------|------------------------|
| 16. A. An eyeful | B. An earful | C. A handful |
| 17. A. Lend me an ear | B. Give him a hand | C. Keep an eye out |
| 18. A. Hand in hand | B. Eye to eye | C. Word for word |
| 19. A. Get the picture | B. Hear the word | C. Come to grips with |
| 20. A. The thrill of the chase | B. A flash of lightning | C. The roll of thunder |
| 21. A. Outspoken | B. Underhanded | C. Short-sighted |
| 22. A. I see | B. I hear you | C. I get it |
| 23. A. Hang in there | B. Bird's-eye view | C. Rings true |
| 24. A. Clear as a bell | B. Smooth as silk | C. Bright as day |
| 25. A. Look here | B. Listen up | C. Catch this |

Scoring and Interpretation begin on next page

Assessment 11-3, continued

The Language System Diagnostic Instrument

Scoring and Interpretation

1. Transfer your responses from the LSDI to this sheet by circling the letter that you chose for each of the numbered items on the preceding three pages.

Part One: Paragraphs

- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | B | C | A |
| 3. | C | A | B |
| 4. | A | C | B |
| 5. | B | A | C |

Part Two: Words

- | | | | |
|-----|---|---|---|
| 6. | B | A | C |
| 7. | C | B | A |
| 8. | A | C | B |
| 9. | B | A | C |
| 10. | A | C | B |
| 11. | B | A | C |
| 12. | A | C | B |
| 13. | C | B | A |
| 14. | B | A | C |
| 15. | A | C | B |

Part Three: Phrases

- | | | | |
|-----|---|---|---|
| 16. | B | A | C |
| 17. | A | C | B |
| 18. | C | B | A |
| 19. | B | A | C |
| 20. | C | B | A |
| 21. | A | C | B |
| 22. | B | A | C |
| 23. | C | B | A |
| 24. | A | C | B |
| 25. | B | A | C |

Totals I _____ II _____ III _____

continued on next page

Assessment 11-3, continued

The Language System Diagnostic Instrument

2. Now, total the letters circled in each vertical column. Place the three scores from Columns I, II, III on the lines below, and multiply each of the column scores by 4, as indicated, to determine the actual score.

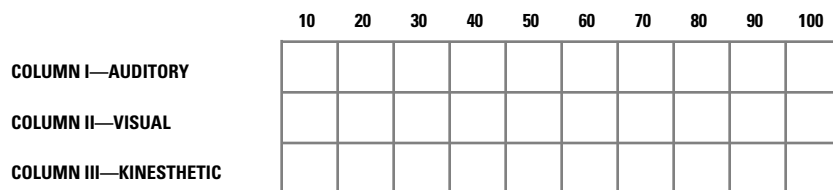
Actual Scores

Column I _____ $\times 4 =$ _____ (Actual Score)

Column II _____ $\times 4 =$ _____ (Actual Score)

Column III _____ $\times 4 =$ _____ (Actual Score)

3. Chart your actual scores below, making a horizontal bar graph by coloring in each row to the point that represents your actual score in each of the three columns.



4. Your highest score indicates the **primary** mode that you use to interpret and communicate with the world around you. You probably use this mode (auditory, visual, or kinesthetic) the most, particularly when you are problem solving or in a stressful situation.
- Your second highest (middle) score indicates your **secondary** mode, which you likely use in everyday conversation, in combination with your primary mode.
- Your lowest score indicates your **tertiary** mode, which you may not use as much as the other two, or may not use at all in your normal conversation. In fact, it often remains at the unconscious level.
- These three modes of perceiving and talking about one's experiences are called "language representational systems." A visual person is likely to say, "I see," or, "That looks right." A kinesthetic person is more likely to say, "I've got it," or, "That feels right," whereas an auditory person might say, "I hear you," or, "That sounds right."
- Each individual seems to be most comfortable using one or two of these systems. Some people believe, however, that learning to communicate in all three systems might lead a person to increased effectiveness in communication.