Chapter 2: Self-Assessment

Self-assessment instruments considered

Strength Finders <https://www.gallupstrengthscenter.com/PrivateResources/Basics>

The Clifton StrengthsFinder is the culmination of more than 50 years of Dr. Donald O. Clifton's lifelong work: leading millions of people around the world to discover their strengths.

Test will let you know how you rank based on 34 traits: Futuristic, Harmony, Ideation, Includer, individualization, Input, Intellection, Learner, Maximizer, Positivity, Relator, Responsibility, Restorative, Self-Assurance, Significance, Strategic, Woo, Achiever, Activator, Adaptability, Analytical, Arranger, Belief, Command, Communication, Competition, Connectedness, Consistency, Context, Deliberative, Developer, Discipline, Empathy, & Focus

My top 5 strengths

1. Learner
2. Responsibility
3. Relator
4. Analytical
5. Significance

Humanmetrics

Jung Typology Test™ <http://www.humanmetrics.com/cgi-win/jtypes2.asp>

This free test is based on Carl Jung’s and Isabel Briggs Myers’ typological approach to personality

Upon completion of the questionnaire, you will:

Obtain your 4-letter type formula according to Carl Jung’s and Isabel Briggs Myers’ typology, along with the strengths of preferences and the description of your personality type. Discover careers and occupations most suitable for your personality type along with examples of educational institutions where you can get a relevant degree or training. See which famous personalities share your type. Access free career development resources and learn about premium ones

72 questions

INTJ

Introvert(56%) iNtuitive(62%) Thinking(50%) Judging(44%)

•You have moderate preference of Introversion over Extraversion (56%)

•You have distinctive preference of Intuition over Sensing (62%)

•You have moderate preference of Thinking over Feeling (50%)

•You have moderate preference of Judging over Perceiving (44%)

Introverted iNtuitive Thinking Judging

by Marina Margaret Heiss

Profile: INTJ

Revision: 3.1

Date of Revision: 17 Oct 2009

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To outsiders, INTJs may appear to project an aura of "definiteness", of self-confidence. This self-confidence, sometimes mistaken for simple arrogance by the less decisive, is actually of a very specific rather than a general nature; its source lies in the specialized knowledge systems that most INTJs start building at an early age. When it comes to their own areas of expertise -- and INTJs can have several -- they will be able to tell you almost immediately whether or not they can help you, and if so, how. INTJs know what they know, and perhaps still more importantly, they know what they don't know.

INTJs are perfectionists, with a seemingly endless capacity for improving upon anything that takes their interest. What prevents them from becoming chronically bogged down in this pursuit of perfection is the pragmatism so characteristic of the type: INTJs apply (often ruthlessly) the criterion "Does it work?" to everything from their own research efforts to the prevailing social norms. This in turn produces an unusual independence of mind, freeing the INTJ from the constraints of authority, convention, or sentiment for its own sake.

INTJs are known as the "Systems Builders" of the types, perhaps in part because they possess the unusual trait combination of imagination and reliability. Whatever system an INTJ happens to be working on is for them the equivalent of a moral cause to an INFJ; both perfectionism and disregard for authority may come into play, as INTJs can be unsparing of both themselves and the others on the project. Anyone considered to be "slacking," including superiors, will lose their respect -- and will generally be made aware of this; INTJs have also been known to take it upon themselves to implement critical decisions without consulting their supervisors or co-workers. On the other hand, they do tend to be scrupulous and even-handed about recognizing the individual contributions that have gone into a project, and have a gift for seizing opportunities which others might not even notice.

In the broadest terms, what INTJs "do" tends to be what they "know". Typical INTJ career choices are in the sciences and engineering, but they can be found wherever a combination of intellect and incisiveness are required (e.g., law, some areas of academia). INTJs can rise to management positions when they are willing to invest time in marketing their abilities as well as enhancing them, and (whether for the sake of ambition or the desire for privacy) many also find it useful to learn to simulate some degree of surface conformism in order to mask their inherent unconventionality.

Personal relationships, particularly romantic ones, can be the INTJ's Achilles heel. While they are capable of caring deeply for others (usually a select few), and are willing to spend a great deal of time and effort on a relationship, the knowledge and self-confidence that make them so successful in other areas can suddenly abandon or mislead them in interpersonal situations.

This happens in part because many INTJs do not readily grasp the social rituals; for instance, they tend to have little patience and less understanding of such things as small talk and flirtation (which most types consider half the fun of a relationship). To complicate matters, INTJs are usually extremely private people, and can often be naturally impassive as well, which makes them easy to misread and misunderstand. Perhaps the most fundamental problem, however, is that INTJs really want people to make sense. :-) This sometimes results in a peculiar naivete', paralleling that of many Fs -- only instead of expecting inexhaustible affection and empathy from a romantic relationship, the INTJ will expect inexhaustible reasonability and directness.

Probably the strongest INTJ assets in the interpersonal area are their intuitive abilities and their willingness to "work at" a relationship. Although as Ts they do not always have the kind of natural empathy that many Fs do, the Intuitive function can often act as a good substitute by synthesizing the probable meanings behind such things as tone of voice, turn of phrase, and facial expression. This ability can then be honed and directed by consistent, repeated efforts to understand and support those they care about, and those relationships which ultimately do become established with an INTJ tend to be characterized by their robustness, stability, and good communications.

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Functional Analysis

by Joe Butt

Introverted iNtuition

INTJs are idea people. Anything is possible; everything is negotiable. Whatever the outer circumstances, INTJs are ever perceiving inner pattern-forms and using real-world materials to operationalize them. Others may see what is and wonder why; INTJs see what might be and say "Why not?!" Paradoxes, antinomies, and other contradictory phenomena aptly express these intuitors' amusement at those whom they feel may be taking a particular view of reality too seriously. INTJs enjoy developing unique solutions to complex problems.

Extraverted Thinking

Thinking in this auxiliary role is a workhorse. Closure is the payoff for efforts expended. Evaluation begs diagnosis; product drives process. As they come to light, Thinking tends, protects, affirms and directs iNtuition's offspring, fully equipping them for fulfilling and useful lives. A faithful pedagogue, Thinking argues not so much on its own behalf, but in defense of its charges. And through this process these impressionable ideas take on the likeness of their master.

Introverted Feeling

Feeling has a modest inner room, two doors down from the Most Imminent iNtuition. It doesn't get out much, but lends its influence on behalf of causes which are Good and Worthy and Humane. We may catch a glimpse of it in the unspoken attitude of good will, or the gracious smile or nod. Some question the existence of Feeling in this type, yet its unseen balance to Thinking is a cardinal dimension in the full measure of the INTJ's soul.

Extraverted Sensing

Sensing serves with a good will, or not at all. As other inferior functions, it has only a rudimentary awareness of context, amount or degree. Thus INTJs sweat the details or, at times, omit them. "I've made up my mind, don't confuse me with the facts" could well have been said by an INTJ on a mission. Sensing's extraverted attitude is evident in this type's bent to savor sensations rather than to merely categorize them. Indiscretions of indulgence are likely an expression of the unconscious vengeance of the inferior.

The Big 5 Personality Test <http://www.outofservice.com/bigfive/>

The Big Five was originally derived in the 1970's by two independent research teams -- Paul Costa and Robert McCrae (at the National Institutes of Health), and Warren Norman (at the University of Michigan)/Lewis Goldberg (at the University of Oregon) -- who took slightly different routes at arriving at the same results: most human personality traits can be boiled down to five broad dimensions of personality, regardless of language or culture. These five dimensions were derived by asking thousands of people hundreds of questions and then analyzing the data with a statistical procedure known as factor analysis. The big five personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism) are the most common and best accepted scientific measures of personality.

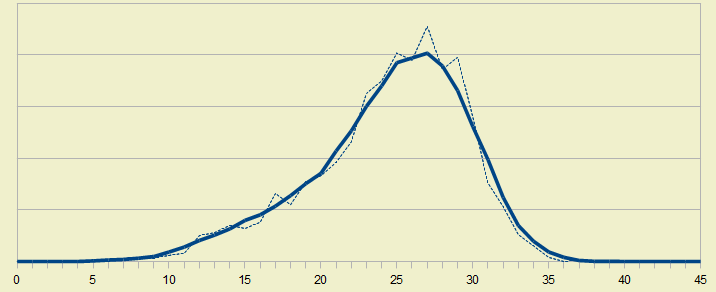
|  |  |  |  |
| --- | --- | --- | --- |
| **Openness to Experience/Intellect** | | | |
|  | High scorers tend to be original, creative, curious, complex; Low scorers tend to be conventional, down to earth, narrow interests, uncreative. | | |
|  | http://www.outofservice.com/bigfive/images/black-end.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/red-ball.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/black-end.gif | **You are somewhat conventional.** | (Your percentile: 30) |
|  |  |  |  |
| **Conscientiousness** | | | |
|  | High scorers tend to be reliable, well-organized, self-disciplined, careful; Low scorers tend to be disorganized, undependable, negligent. | | |
|  | http://www.outofservice.com/bigfive/images/black-end.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/red-ball.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/black-end.gif | **You are well-organized, and are reliable.** | (Your percentile: 64) |
|  |  |  |  |
| **Extraversion** | | | |
|  | High scorers tend to be sociable, friendly, fun loving, talkative; Low scorers tend to be introverted, reserved, inhibited, quiet. | | |
|  | http://www.outofservice.com/bigfive/images/black-end.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/red-ball.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/black-end.gif | **You probably enjoy spending quiet time alone.** | (Your percentile: 9) |
|  |  |  |  |
| **Agreeableness** | | | |
|  | High scorers tend to be good natured, sympathetic, forgiving, courteous; Low scorers tend to be critical, rude, harsh, callous. | | |
|  | http://www.outofservice.com/bigfive/images/black-end.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/red-ball.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/black-end.gif | **You are neither extremely forgiving nor irritable.** | (Your percentile: 57) |
|  |  |  |  |
| **Neuroticism** | | | |
|  | High scorers tend to be nervous, high-strung, insecure, worrying; Low scorers tend to be calm, relaxed, secure, hardy. | | |
|  | http://www.outofservice.com/bigfive/images/black-end.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/red-ball.gifhttp://www.outofservice.com/bigfive/images/black-line.gifhttp://www.outofservice.com/bigfive/images/black-end.gif | **You are generally relaxed.** | (Your percentile: 37) |
|  |  |  |  |

Online Personality tests (Machiavellian, Emotional Intelligence, IQ <http://personality-testing.info/>

Emotional Intelligence Test

This test will attempt to assess how well you understand the structure of people's personality by having you guess the correlations (positive, negative, none) between pairs of statements and scoring that against real world data.

Your score from emotional intelligence is 29/45. This is better than 85.7883% of people that have taken this test. The distribution of how others score on this test is below.

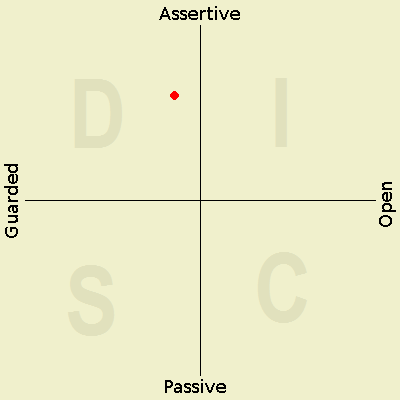


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Personality-testing.com DISC

The test is complete, it scores you along two scales (scores are between 40 and -40):

 Your score on the **Assertive vs. Passive** scale was **24**.

 Your score on the **Open vs. Guarded** scale was **-6**.   
Your two scores can be plotted to yield your DISC personality type, see the chart below.   
  
  
  
Your personality type is **dominance**. This means you are very active in dealing with challenges and tell rather than ask when dealing with people.

Team Technology <http://www.teamtechnology.co.uk/mmdi/questionnaire/>

About the MMDI

The MMDI™ is a free personality test written by Steve Myers (no relation to Isabel Briggs Myers). Although it is not the Myers Briggs Type Indicator® instrument, it is based on Myers Briggs theory and produces the same four letter code. In addition, it also produces a unique MMDI code which describes your individual profile. There is a free online report on your personality, include a personal video, and several optional extra reports. Combined, they make the MMDI a career test and leadership test, as well as a personality test.

The MMDI™ was developed over a period of 15 years with data from more than a million people and has been subject to one of the most robust statistical techniques available, factor analysis. It produces a correct personality type in 81% of cases. This compares favourably with the Myers Briggs Type Indicator® (MBTI®) instrument which is correct in 75% of cases. Unlike other free personality tests, the MMDI produces both a four letter personality type code and a unique profile of your individual preferences.

Summary

The results of your MMDI suggest that your:

■closest personality type is INTP and second closest type is ISTP (your result is quite clear)

■leadership style is as a leadership theorist

■unique, individual MMDI™ code is ilui.

|  |  |  |  |
| --- | --- | --- | --- |
| **ISTJ 48%** | **ISFJ 45%** | **INFJ 58%** | **INTJ 62%** |
| **ISTP 72%** | **ISFP 65%** | **INFP 72%** | **INTP 78%** |
| **ESTP 58%** | **ESFP 54%** | **ENFP 68%** | **ENTP 71%** |
| **ESTJ 44%** | **ESFJ 38%** | **ENFJ 44%** | **ENTJ 51%** |

There are two ways of working out your personality type. The first uses an advanced 'pattern matching' algorithm, which compares your personality with each of the 16 types. The table shows your scores.

Top of Form

Bottom of Form

Although the MMDI is very accurate, no personality type questionnaire is ever 100% correct. You can use the descriptions, below, to check which is your closest type.

|  |  |
| --- | --- |
| **INTP** If your closest personality type is INTP then you have a strong sense of the hidden principles that govern how the world works. You are interested in theoretical models and explanations, and when other people put forward their own theories you put them to the test to find out how true or robust they are. You enjoy solving difficult intellectual problems and seek to understand the real truth behind any situation, even when it involves several complex factors. | **ISTP** If your closest personality type is ISTP then you have both a logical and a practical mind and therefore enjoy solving tangible problems. You are very interested in how things work, and may have a tendency to take things apart if you don't know how they work. You may also enjoy using your craftmanslike skills to fix things that are broken, or doing investigative work, collecting facts and clues to find out the truth of what has happened. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **E - 43** | **57 - I** |  |
| **Do you prefer to direct energy towards the outer world of people and things (E) or the inner world of ideas and information (I)?** | | | |
| **E**  **Action - Words  People - Things** | | **I**  **Thought - Ideas  Images - Information** | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **S - 42** | **58 - N** |  |
| **Do you prefer to deal with facts and tangible outcomes (S) or possibilities and potential (N)?** | | | |
| **S**  **Facts - Experience  Realism - Practical** | | **N**  **Possibility - Potential  Imagination - Conjecture** | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **T - 54** | **46 - F** |  |
| **Do you prefer to decide on the basis of objective logic (T) or subjective values (F)?** | | | |
| **T**  **Objective - Analytical Truth - Correctness** | | **F**  **Subjective - Value-driven Morality - Likeability** | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **J - 37** | **63 - P** |  |
| **Do you prefer to live an organised and structured life (J) or be flexible and go with the flow (P)?** | | | |
| **J**  **Structure - Planned Stable - Consistency** | | **P**  **Go with the flow - Spontaneous Responsive - Variety** | |

Keirsey Temperament Sorter KTS-II <http://www.keirsey.com/sorter/register.aspx>

The Keirsey Temperament Sorter®-II (KTS®-II) is the most widely used personality instrument in the world. It is a powerful 70 question personality instrument that helps individuals discover their personality type. The KTS-II is based on Keirsey Temperament Theory™, published in the best selling books, Please Understand Me® and Please Understand Me II, by Dr. David Keirsey.

Congratulations on completing the Keirsey Temperament Sorter-II! Your results indicate that your personality type is that of ISTJ

Guardians (SJ's) are the cornerstone of society, for they are the temperament given to serving and preserving our most important social institutions. Guardians have natural talent in managing goods and services--from supervision to maintenance and supply -- and they use all their skills to keep things running smoothly in their families, communities, schools, churches, hospitals, and businesses.

Guardians can have a lot of fun with their friends, but they are quite serious about their duties and responsibilities. Guardians take pride in being dependable and trustworthy; if there's a job to be done, they can be counted on to put their shoulder to the wheel. Guardians also believe in law and order, and sometimes worry that respect for authority, even a fundamental sense of right and wrong, is being lost. Perhaps this is why Guardians honor customs and traditions so strongly -- they are familiar patterns that help bring stability to our modern, fast-paced world.

Practical and down-to-earth, Guardians believe in following the rules and cooperating with others. They are not very comfortable winging it or blazing new trails; working steadily within the system is the Guardian way, for in the long run loyalty, discipline, and teamwork get the job done right. Guardians are meticulous about schedules and have a sharp eye for proper procedures. They are cautious about change, even though they know that change can be healthy for an institution. Better to go slowly, they say, and look before you leap.

Guardians make up as much as 40 to 45 percent of the population, and a good thing, because they usually end up doing all the indispensable but thankless jobs everyone else takes for granted.

Inspectors (ISTJ) are the true guardians of institutions. You are patient with your work, and are super-dependable to get the job done. You like it when your team members know their duties, follow guidelines, and operate within the rules. As an Inspector, you are not comfortable with anything that gets too fancy, and you usually prefer to be plain and down-to-earth in the way you dress. You like to have fun with your friends, and you enjoy socializing, so don't be surprised if you find yourself being part of a club. As an Inspector you tend to like to keep your personal space neat and comfortable. You tend to prefer and trust things that have stood the test of time, rather than some newly invented gadget.

Make a Dent Leadership <http://members.makeadentleadership.com/quizzes/>

[Leadership Style](http://members.makeadentleadership.com/quizzes/#style)

Situational Leadership Assessment:

How good are you at working out which is the best style of leadership to use? Take this quiz and find out!

Delegation-Basic

Score: 28

Evaluation: You are well on the way to being a great delegator.

Check those areas where you scored yourself down, to discover where you might enhance your skills. Use the Get It Done ebook to brush up your skills.

If you found yourself scoring low in terms of using people's strengths, then use the search function (both within the membership site and on the free site using the search term strengths), to find ways you can enhance your skills in this area.

The trusted leader <http://www.thetrustedleader.com/test.html>

The recipe for a successful business includes leadership that fosters strong connections between peers and across organizational functions and levels. The purpose of this self-assessment is to give you a starting point to use in the process of becoming (or remaining) a Trusted Leader. Some of the questions may seem, at first blush, to have a "right" answer. That is not always the case, however. Many of these questions are designed purely to make you reflect, or to force you to hear the views of those who might be better suited to provide an objective response. Those two activities, reflecting on one's own progress and hearing the objective views of others, are part and parcel of trusted leadership.

Your Score -- *The Trusted Leader*  
Self-Assessment Test

|  |  |
| --- | --- |
| **Your Score** | **Your Assessment** |
| Your total score is  **82**  Your score falls in the range 81 to 90. The other ranges are 0 to 60, 61 to 80, and 91 to 100. | You are probably working with some clear successes in the realm of trusted leadership. You are probably finding more of your challenges to be specific, identifiable ones rather than general issues of overall effectiveness. |

See below for your score in each section and understand what it means.

**Section I - Building a Community of Future Leaders**  
Your score in this section is **20**

Section I - Building a Community of Future Leaders

What Your Score Means

Section I focuses on the attention you have paid thus far to the area of Building a Community of Future Leaders. While a total of 20 points would mean that you have done a terrific job in this area, having picked up on the importance of hiring people who truly are better than you, and giving them lots of leeway to learn and risk, do not be fooling yourself about this. Do you really think they are smarter or better? A lot of people put on the false modesty posture here. But be honest with yourself. If they really are not smarter or better than you, you will do yourself no favors when the chips are down. Find people who are.

You also cannot be complacent about this, either. That is what Question 2 (about those currently reporting to you) is all about. Organizational needs change, and offerings to clients and customers change, too. If your direct reports are not equipped to meet those changes going forward, just imagine how the people below them will do.

Finally, Question 5 (about giving your people more latitude for error) has a tricky element to it. If you gave yourself a "5" here, make sure it is for the right reasons, and not because you tolerate continued under performance. It is very, very hard to take people out of their roles, or off assignments, or fire them. People just hate to do it, especially to people on their team who have been loyal, or formerly successful, or have been helpful to one is own career. It almost seems internally inconsistent, trying to be a trusted leader on one hand, and firing people with the other. So if you gave yourself a "5" on this one, be careful.

**Section II - Identifying and Modeling Appropriate Behaviors**  
Your score in this section is **26**

**What Your Score Means**

This section examines your success in having identified and modeled the appropriate leadership behaviors for your organization, and for your role. The questions in this area look closely at three particular issues that can affect your success in building trust:

1) the clarity with which you have articulated the behaviors you expect and will reward, and that presumably they are healthy ones;

2) the openness of the work environment, in people feeling that they can disagree with you without onerous consequences; and

3) your ability to be both trusted and trusting.

Pay particular attention to your response to Question 11, regarding your implicit trust of your direct reports. It checks up on you as a trusting leader, which we asserted was one of the identifying characteristics of trusted leaders. If you have scored yourself in the 21-24 point range, then you are truly a role model for others, setting a workplace tone that makes people really want to be there.

**Section III - Thinking About Your Legacy**  
Your score in this section is **13**

What Your Score Means

This section helps you to evaluate your progress in thinking about your legacy. It is not easy. For many readers, the questions in this section could also seem inapposite, especially in the earlier stages of one is career, or if you have not yet fully settled into your organization or role. You may currently be far more focused on getting it right in the first place than on getting ready to leave it well-tended, or in good order. If you are truly in such a situation, you might be tempted to disregard the section. But do not use it as an excuse. You can (and should) be thinking about this early on in your career.

If you have been in place for a while, then Question 13 (about telling your successor how valuable he or she is) can be among the stickiest. If you are uncomfortable about letting someone know prematurely that they are your designated successor, it still does not absolve you of the responsibility of being absolutely certain (and therefore explicit) about their importance to you and to the organization. While that may edge too close to the "mushy" or overly affectionate for your taste, please do not make the mistake of assuming they know it, and just skip this. It's far too easy to take it for granted, and it might be something you could come to regret.

**Section IV - Ensuring the Vitality of Your Organization**  
Your score in this section is **23**

What Your Score Means

The final section asks you to reflect on how well you are doing at ensuring the vitality of your organization, and your specific role in fostering that vitality among others. It focuses on clarity, trust and sustainability. Pay particular attention to your response to Question 18 (regarding how well-understood it is how the company makes money). Time after time, in company after company, it continues to dismay us how few employees really do have a good grip on how their company actually makes money. Finally, take a close look at your response to Question 20 (talking about trust). While trust is shown more through actions than words, there is great value in making sure your people know how important it is to you. Just think what can happen if people understand that deeply. It will bring out the best in your company, your people and in you.

Mind Tools <http://www.mindtools.com/pages/article/newLDR_50.htm>

You can start by analyzing your performance in specific areas of leadership. Complete the quiz below to identify where you already lead effectively, and to explore where your skills need further development. In the analysis sections underneath, we'll direct you to the resources you need to be an exceptional leader.

Leadership Skills: You can start by analyzing your performance in specific areas of leadership. Complete the quiz below to identify where you already lead effectively, and to explore where your skills need further development. In the analysis sections underneath, we'll direct you to the resources you need to be an exceptional leader.

Top of Form

Bottom of Form

Score Interpretation Score =75

|  |  |
| --- | --- |
| **Score** | **Comment** |
| 18-34 | You need to work hard on your leadership skills. The good news is that if you use more of these skills at work, at home, and in the community, you'll be a real asset to the people around you. You can do it – and now is a great time to start! (Read [**below**](http://www.mindtools.com/pages/article/newLDR_50.htm#Explanation) to start.) |
| 35-52 | You're doing OK as a leader, but you have the potential to do much better. While you've built the foundation of effective leadership, this is your opportunity to improve your skills, and become the best you can be. Examine the areas where you lost points, and determine what you can do to develop skills in these areas. (Read [**below**](http://www.mindtools.com/pages/article/newLDR_50.htm#Explanation) to start.) |
| 53-90 | Excellent! You're well on your way to becoming a good leader. However, you can never be too good at leadership or too experienced – so look at the areas where you didn't score maximum points, and figure out what you can do to improve your performance. (Read [**below**](http://www.mindtools.com/pages/article/newLDR_50.htm#Explanation) to start.) |

Personal Characteristics

Successful leaders tend to have certain traits. Two keys areas of personal growth and development are fundamental to leadership success: self-confidence, and a positive attitude.

Self-confident people are usually inspiring, and people like to be around individuals who believe in themselves and in what they're doing. Likewise, if you're a positive and optimistic person who tries to make the best of any situation, you'll find it much easier to motivate people to do their best.

**Self-Confidence**

(Questions 2, 8)  
  
*Your score is 9 out of 10   http://www.mindtools.com/m/stars/Stars5.jpg*  
  
Self-confidence is built by mastering significant skills and situations, and by knowing that you can add real value by the work you do. One of the best ways to improve your confidence is to become aware of all of the things you've already achieved.  
  
Our article on [**Building Self-Confidence**](http://www.mindtools.com/selfconf.html) explains what you can do to understand yourself better and build your self-confidence. From there, you'll begin to make the most of your strengths and improve your weaknesses. Explore this further with our Bite-Sized Training session on [**Personal SWOT Analysis**](http://www.mindtools.com/community/Bite-SizedTraining/PersonalSWOT.php).

**Positive Attitude and Outlook** (Questions 10, 17)  
  
*Your score is 7 out of 10   http://www.mindtools.com/m/stars/Stars4.jpg*  
  
A positive mindset is also associated with strong leadership. However, being positive is much more than presenting a happy face to the world: you need to develop a strong sense of balance, and recognize that setbacks and problems happen – it's how you deal with those problems that makes the difference.   
  
Positive people approach situations realistically, prepared to make the changes necessary to overcome a problem. Negative people, on the other hand, often give in to the stress and pressure of the situation. This can lead to fear, worry, distress, anger and failure.  
  
[**Stress management techniques**](http://www.mindtools.com/pages/article/newTCS_00.htm) , including getting enough [**Rest, Relaxation and Sleep**](http://www.mindtools.com/pages/article/newTCS_07.htm) as well as physical exercise, are great ways of getting rid of negative thoughts and feelings. Understanding your thinking patterns, and learning to identify and eliminate negative thinking are key. You can learn how to do this in our article on [**Thought Awareness, Rational Thinking and Positive Thinking**](http://www.mindtools.com/pages/article/newTCS_06.htm) , and you can find out how to become more optimistic in our Book Insight on [**Learned Optimism**](http://www.mindtools.com/community/BookInsights/LearnedOptimism.php).

Emotional Intelligence

(Questions 5, 15)  
  
*Your score is 8 out of 10   http://www.mindtools.com/m/stars/Stars4.jpg*

The concept of emotional intelligence used to be referred to as "soft skills," "character", or even "communication skills". The more recent idea of [**Emotional Intelligence**](http://www.mindtools.com/pages/article/newCDV_59.htm) (EQ) offers a more precise understanding of a specific kind of human talent. EQ is the ability to recognize feelings – your own and those of others – and manage those emotions to create strong relationships.   
  
Learning to develop [**Empathy**](http://www.mindtools.com/pages/article/EmpathyatWork.htm) is essential for emotional intelligence, as is communicating effectively, and practicing [**Empathic Listening**](http://www.mindtools.com/CommSkll/EmphaticListening.htm) . These all help you really understand the other person's perspective.

http://www.mindtools.com/images/box/top460grey.png

The Leadership menu has a section on [**emotional intelligence in leadership**](http://www.mindtools.com/pages/main/newMN_LDR.htm#ei).

http://www.mindtools.com/images/box/bottom460grey.png

Transformational Leadership

Transformational leadership is a leadership style where leaders create an inspiring vision of the future, motivate their followers to achieve it, manage implementation successfully, and develop the members of their teams to be even more effective in the future. We explore these dimensions below.

**Providing a Compelling Vision of the Future** (Questions 6, 14)  
  
*Your score is 10 out of 10   http://www.mindtools.com/m/stars/Stars5.jpg*  
  
This is your ability to create a robust and compelling [**vision of the future**](http://www.mindtools.com/pages/article/newLDR_90.htm), and to present this vision in a way that inspires the people you lead.

The first part of being able to do this is to have a thorough knowledge of the area you're operating in. See our Bite-Sized Training session on [**Building Expert Power**](http://www.mindtools.com/community/Bite-SizedTraining/ExpertPower.php) to find out how to develop this.

From there, good use of strategic analysis techniques can help you gain the key insights you need into the environment you're operating in, and into the needs of your clients. See our [**Strategy Menu**](http://www.mindtools.com/main/newMN_STR.htm) for more than 50 powerful techniques that give you these insights.

With these tools, you can explore the challenges you face and identify the options available to you. You can identify the best of these with good use of [**prioritization skills**](http://www.mindtools.com/pages/article/newHTE_92.htm) and appropriate [**decision-making techniques**](http://www.mindtools.com/pages/article/newTED_00.htm).

Finally, to sell your vision, you need to be able to craft a compelling and interesting story. Our article, "[**Powers of Persuasion**](http://www.mindtools.com/pages/article/PowersofPersuasion.htm)," can help you open closed minds, so that people consider your ideas fairly. Another great way of inspiring people is to use vivid stories to explain your vision: find out more about this in our Expert Interview with Annette Simmons, titled [**Whoever Tells the Best Story Wins**](http://www.mindtools.com/community/ExpertInterviews/AnnetteSimmons.php).

**Motivating People to Deliver the Vision** (Questions 9, 12)   
  
*Your score is 10 out of 10   http://www.mindtools.com/m/stars/Stars5.jpg*  
  
This is closely related to creating and selling a vision. You must be able to convince others to accept the objectives you've set. Emphasize teamwork, and recognize that when people work together, they can achieve great things. To provide effective leadership by linking performance and team goals, use [**Management by   
Objectives**](http://www.mindtools.com/pages/article/newTMM_94.htm) (MBO) and [**Key Performance Indicators**](http://www.mindtools.com/pages/article/newTMM_87.htm) (KPIs).

Ultimately, you need to motivate people to deliver your vision. To better understand your ability to motivate, complete our quiz [**How Good Are Your Motivation Skills?**](http://www.mindtools.com/pages/article/newTMM_67.htm), and explore our articles on [**Herzberg's Motivators and Hygiene Factors**](http://www.mindtools.com/pages/article/newTMM_74.htm) and [**Sirota's Three Factor Theory**](http://www.mindtools.com/pages/article/newTMM_57.htm).

**Being a Good Role Model** (Questions 4, 11)   
  
*Your score is 7 out of 10   http://www.mindtools.com/m/stars/Stars4.jpg*  
  
Good leaders [**lead by example**](http://www.mindtools.com/pages/article/newLDR_60.htm) . They do what they say, and say what they do. These types of leaders are trustworthy, and show integrity. They get involved in daily work where needed, and they stay in touch with what's happening throughout the organization. Great leaders don't just sit in their offices and give orders; they demonstrate the actions and values that they expect from the team.

As with building vision, above, a key part of being a good role model is leading from the front by developing [**expert power**](http://www.mindtools.com/pages/article/newLDR_04.htm) . A leader can't rely on position alone: by keeping current, and staying relevant within the organization, you'll inspire people because you're worthy of your power and authority, not just because you're the boss.

**Managing Performance Effectively** (Questions 3, 13)  
  
*Your score is 9 out of 10   http://www.mindtools.com/m/stars/Stars5.jpg*  
  
Effective leaders manage performance by setting their expectations clearly and concisely. When everyone knows what's expected, it's much easier to get high performance. There's little uncertainty, therefore you can deal with performance issues quickly. And if things have already started to slide, our article on [**Re-Engaging Team Members**](http://www.mindtools.com/pages/article/newTMM_83.htm) offers some excellent tips for turning a negative situation back to a positive one.

As you create rules, help the team understand [**why the rules are there**](http://www.mindtools.com/pages/article/newTMM_69.htm) . Involve them in the rule-making process, and make sure that your expectations align with the resources and support available. Apply rules fairly and consistently.

**Providing Support and Stimulation** (Questions 1, 7, 16, 18)   
  
*Your score is 15 out of 20   http://www.mindtools.com/m/stars/Stars4.jpg*  
  
To be highly motivated at work, people need more than a list of tasks to be completed each day. They need challenges and interesting work. They need to develop their skills, and to feel supported in their efforts to do a good job.

Think about your approach to [**Task Allocation**](http://www.mindtools.com/pages/article/newLDR_05.htm), and look for opportunities to match people with jobs and responsibilities that will help them grow and develop. Use [**Heron's Six Categories of Intervention**](http://www.mindtools.com/CommSkll/HeronsCategories.htm) to decide when and how to help team members to shine. Perform [**Training Needs Assessments**](http://www.mindtools.com/pages/article/newTMM_89.htm) on a regular basis to determine what your team needs to be successful.

Remember that emotional support is also important. The [**Blake-Mouton Managerial Grid**](http://www.mindtools.com/pages/article/newLDR_73.htm) is a great tool for thinking about the right balance between concern for people, and productivity

Decision Making: <http://www.mindtools.com/pages/article/newTED_79.htm>

No one can afford to make poor decisions. That's why we've developed a short quiz to help you assess your current decision-making skills. We'll examine how well you structure your decision-making process, and then we'll point you to specific tools and resources you can use to develop and improve this important competency.

Score Interpretation = 68

|  |
| --- |
|  |
| **Score** | **Comment** |
| 18-42 | Your decision-making hasn't fully matured. You aren't objective enough, and you rely too much on luck, instinct or timing to make reliable decisions. Start to improve your decision-making skills by focusing more on the process that leads to the decision, rather than on the decision itself. With a solid process, you can face any decision with confidence. We'll show you how. (Read [**below**](http://www.mindtools.com/pages/article/newTED_79.htm#Explanation) to start.) |
|  |  |
| 43-66 | Your decision-making process is OK. You have a good understanding of the basics, but now you need to improve your process and be more proactive. Concentrate on finding lots of options and discovering as many risks and consequences as you can. The better your analysis, the better your decision will be in the long term. Focus specifically on the areas where you lost points, and develop a system that will work for you across a wide variety of situations. (Read [**below**](http://www.mindtools.com/pages/article/newTED_79.htm#Explanation) to start.) |
| 67-90 | You have an excellent approach to decision-making! You know how to set up the process and generate lots of potential solutions. From there, you analyze the options carefully, and you make the best decisions possible based on what you know. As you gain more and more experience, use that information to evaluate your decisions, and continue to build on your decision-making success. Think about the areas where you lost points, and decide how you can include those areas in your process. (Read [**below**](http://www.mindtools.com/pages/article/newTED_79.htm#Explanation) to start.) |

As you answered the questions, did you see some common themes? We based our quiz on six essential steps in the decision-making process:

1. Establishing a positive decision-making environment.
2. Generating potential solutions.
3. Evaluating the solutions.
4. Deciding.
5. Checking the decision.
6. Communicating and implementing.

If you're aware of these six basic elements and improve the way you structure them, this will help you develop a better overall decision-making system. Let's look at the six elements individually.

Establishing a Positive Decision-Making Environment

(Statements 3, 7, 13, 16)

*Your score is 17 out of 20   http://www.mindtools.com/m/stars/Stars4.jpg*

If you've ever been in a meeting where people seem to be discussing different issues, then you've seen what happens when the decision-making environment hasn't been established. It's so important for everyone to understand the issue before preparing to make a decision. This includes agreeing on an objective, making sure the right issue is being discussed, and agreeing on a process to move the decision forward.

You also must address key interpersonal considerations at the very beginning. Have you included all the stakeholders? And do the people involved in the decision agree to respect one another and engage in an open and honest discussion? After all, if only the strongest opinions are heard, you risk not considering some of the best solutions available. Click [**here**](http://www.mindtools.com/pages/article/newTED_00.htm#Step1) to learn more about [**creating a constructive decision-making environment**](http://www.mindtools.com/pages/article/newTED_00.htm#Step1).

Generating Potential Solutions

(Statements 4, 8, 11)

*Your score is 12 out of 15   http://www.mindtools.com/m/stars/Stars4.jpg*

Another important part of a good decision process is generating as many good alternatives as sensibly possible to consider. If you simply adopt the first solution you encounter, then you're probably missing a great many even better alternatives. Click [**here**](http://www.mindtools.com/pages/article/newTED_00.htm#Step2) to learn about some powerful tools for generating good alternatives, expanding the number of ideas, and considering different perspectives.

Evaluating Alternatives

(Statements 1, 6, 15)

*Your score is 10 out of 15   http://www.mindtools.com/m/stars/Stars3.jpg*

The stage of exploring alternatives is often the most time-consuming part of the decision-making process. This stage sometimes takes so long that a decision is never made! To make this step efficient, be clear about the factors you want to include in your analysis. There are three key factors to consider:

1. **Risk** – Most decisions involve some risk. However, you need to uncover and understand the risks to make the best choice possible.
2. **Consequences** – You can't predict the implications of a decision with 100% accuracy. But you can be careful and systematic in the way that you identify and evaluate possible consequences.
3. **Feasibility** – Is the choice realistic and implementable? This factor is often ignored. You usually have to consider certain constraints when making a decision. As part of this evaluation stage, ensure that the alternative you've selected is significantly better than the status quo.

Click [**here**](http://www.mindtools.com/pages/article/newTED_00.htm#Step3) to see a list of tools that you can use to improve the way you [**evaluate alternatives**](http://www.mindtools.com/pages/article/newTED_00.htm#Step3).

Deciding

(Statements 5, 10, 17)

*Your score is 12 out of 15   http://www.mindtools.com/m/stars/Stars4.jpg*

Making the decision itself can be exciting and stressful. To help you deal with these emotions as objectively as possible, use a structured approached to the decision. This means taking a look at what's most important in a good decision.

Take the time to think ahead and determine exactly what will make the decision “right.” This will significantly improve your decision accuracy. Click [**here**](http://www.mindtools.com/pages/article/newTED_00.htm#Step4) to learn about the different tools that you can use to make a good decision.

Checking the Decision

(Statements 2, 9)

*Your score is 5 out of 10   http://www.mindtools.com/m/stars/Stars3.jpg*

Remember that some things about a decision are not objective. The decision has to make sense on an intuitive, instinctive level as well. The entire process we have discussed so far has been based on the perspectives and experiences of all the people involved. Now it's time to check the alternative you've chosen for validity and "making sense."

If the decision is a significant one, it's also worth auditing it to make sure that your assumptions are correct, and that the logical structure you've used to make the decision is sound.

Click [**here**](http://www.mindtools.com/pages/article/newTED_00.htm#Step5) to learn more about tools that you can use to do this.

Communicating and Implementing

(Statements 12, 14, 18)

*Your score is 13 out of 15   http://www.mindtools.com/m/stars/Stars4.jpg*

The last stage in the decision-making process involves communicating your choice and preparing to implement it. You can try to force your decision on others by demanding their acceptance. Or you can gain their acceptance by explaining how and why you reached your decision. For most decisions – particularly those that need participant buy-in before implementation – it's more effective to gather support by explaining your decision.

Have a plan for implementing your decision. People usually respond positively to a clear plan – one that tells them what to expect and what they need to do. For more information on developing these types of plans, read our articles about [**project management**](http://www.mindtools.com/pages/article/newPPM_00.htm) and [**change management**](http://www.mindtools.com/pages/article/newPPM_87.htm).

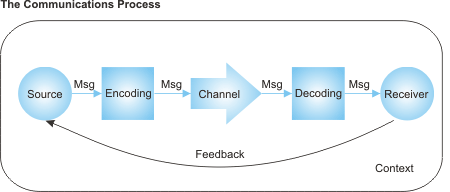
Communication Skills: <http://www.mindtools.com/pages/article/newCS_99.htm>

If you want to be an expert communicator, you need to be effective at all points in the communication process – and you must be comfortable with the different channels of communication. When you communicate well, you can be very successful. On the other hand, poor communicators struggle to develop their careers beyond a certain point.

Score Interpretation = 63

|  |  |
| --- | --- |
| **Score** | **Comment** |
| 56-75 | Excellent! You understand your role as a communicator, both when you send messages, and when you receive them. You anticipate problems, and you choose the right ways of communicating. People respect you for your ability to communicate clearly, and they appreciate your listening skills. (Read [**below**](http://www.mindtools.com/pages/article/newCS_99.htm#Explanation) for more.) |
| 36-55 | You're a capable communicator, but you sometimes experience communication problems. Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them. This will help you improve. (Read [**below**](http://www.mindtools.com/pages/article/newCS_99.htm#Explanation) to start.) |
| 15-35 | You need to keep working on your communication skills. You are not expressing yourself clearly, and you may not be receiving messages correctly either. The good news is that, by paying attention to communication, you can be much more effective at work, and enjoy much better working relationships! The rest of this article will direct you to some great tools for improving your communication skills. (Read [**below**](http://www.mindtools.com/pages/article/newCS_99.htm#Explanation) to start.) |

Whenever you communicate with someone else, you and the other person follow the steps of the communication process shown below.



Here, the person who is the source of the communication encodes it into a message, and transmits it through a channel. The receiver decodes the message, and, in one way or another, feeds back understanding or a lack of understanding to the source.

By understanding the steps in the process, you can become more aware of your role in it, recognize what you need to do to communicate effectively, anticipate problems before they happen, and improve your overall ability to communicate effectively.

The sections below help you do this, and help you improve the way you communicate at each stage of the process.

The Source – Planning Your Message

(Questions 1, 2, 11)

*Your score is 11 out of 15   http://www.mindtools.com/m/stars/Stars4.jpg*

Before you start communicating, take a moment to figure out what you want to say, and why. Don't waste your time conveying information that isn't necessary – and don't waste the listener or reader's time either. Too often, people just keep talking or keep writing – because they think that by saying more, they'll surely cover all the points. Often, however, all they do is confuse the people they're talking to.

To [**plan your communication**](http://www.mindtools.com/CommSkll/CommunicationsPlanning.htm):

* Understand your objective. Why are you communicating?
* Understand your audience. With whom are you communicating? What do they need to know?
* Plan what you want to say, and how you'll send the message.
* Seek feedback on how well your message was received.

When you do this, you'll be able to craft a message that will be received positively by your audience.

Good communicators use the [**KISS**](http://www.mindtools.com/pages/article/KeepItSimple.htm) ("Keep It Simple and Straightforward") principle. They know that less is often more, and that good communication should be efficient as well as effective.

Encoding – Creating a Clear, Well-Crafted Message

(Questions 1, 5, 8, 10, 15)

*Your score is 22 out of 25   http://www.mindtools.com/m/stars/Stars5.jpg*

When you know what you want to say, decide exactly how you'll say it. You're responsible for sending a message that's clear and concise. To achieve this, you need to consider not only what you'll say, but also how you think the recipient will perceive it.

We often focus on the message that we want to send, and the way in which we'll send it. But if our message is delivered without considering the other person's perspective, it's likely that part of that message will be lost. To communicate more effectively:

* Understand what you truly need and want to say.
* Anticipate the other person's reaction to your message.
* Choose words and body language that allow the other person to really hear what you're saying.

With [**written communication**](http://www.mindtools.com/CommSkll/WritingSkills.htm), make sure that what you write will be perceived the way you intend. Words on a page generally have no emotion – they don't "smile" or "frown" at you while you're reading them (unless you're a very talented writer, of course!)

When writing, take time to do the following:

* Review your style.
* Avoid [**jargon**](http://www.mindtools.com/CommSkll/JargonBusting.htm) or slang.
* Check your grammar and punctuation.
* Check also for tone, attitude, nuance, and other subtleties. If you think the message may be misunderstood, it probably will. Take the time to clarify it!
* Familiarize yourself with your company's writing policies.

Another important consideration is to use pictures, charts, and diagrams wherever possible. As the saying goes, "a picture speaks a thousand words." Our article on [**charts and graphs**](http://www.mindtools.com/pages/article/Charts_and_Diagrams.htm) has some great tips that help you to use these to communicate clearly.

Also, whether you speak or write your message, consider the [**cultural context**](http://www.mindtools.com/pages/article/newLDR_66.htm). If there's potential for miscommunication or misunderstanding due to cultural or language barriers, address these issues in advance. Consult with people who are familiar with these, and do your research so that you're aware of problems you may face. See our article on [**Effective Cross-Culture Communication**](http://www.mindtools.com/CommSkll/Cross-Cultural-communication.htm) for more help.

Choosing the Right Channel

(Questions 7, 11, 13)

*Your score is 13 out of 15   http://www.mindtools.com/m/stars/Stars4.jpg*

Along with encoding the message, you need to choose the best communication channel to use to send it. You want to be efficient, and yet make the most of your communication opportunity.

Using email to send simple directions is practical. However, if you want to delegate a complex task, an email will probably just lead to more questions, so it may be best to arrange a time to speak in person. And if your communication has any negative emotional content, stay well away from email! Make sure that you communicate face to face or by phone, so that you can judge the impact of your words and adjust these appropriately.

When you determine the best way to send a message, consider the following:

* The sensitivity and emotional content of the subject.
* How easy it is to communicate detail.
* The receiver's preferences.
* Time constraints.
* The need to ask and answer questions.

Decoding – Receiving and Interpreting a Message

(Questions 3, 6, 12, 14)

*Your score is 18 out of 20   http://www.mindtools.com/m/stars/Stars5.jpg*

It can be easy to focus on speaking; we want to get our points out there, because we usually have lots to say. However, to be a great communicator, you also need to step back, let the other person talk, and just listen.

This doesn't mean that you should be passive. Listening is hard work, which is why effective listening is called [**active listening**](http://www.mindtools.com/CommSkll/ActiveListening.htm). To listen actively, give your undivided attention to the speaker:

* Look at the person.
* Pay attention to his or her body language.
* Avoid distractions.
* Nod and smile to acknowledge points.
* Occasionally think back about what the person has said.
* Allow the person to speak, without thinking about what you'll say next.
* Don't interrupt.

[**Empathic listening**](http://www.mindtools.com/CommSkll/EmphaticListening.htm) also helps you decode a message accurately. To understand a message fully, you have to understand the emotions and underlying feelings the speaker is expressing. This is where an understanding of [**body language**](http://www.mindtools.com/pages/article/Body_Language.htm) can be useful.

Feedback

(Questions 3, 4, 9)

*Your score is 11 out of 15   http://www.mindtools.com/m/stars/Stars4.jpg*

You need feedback, because without it, you can't be sure that people have understood your message. Sometimes feedback is verbal, and sometimes it's not. We've looked at the importance of asking questions and listening carefully. However, feedback through [**body language**](http://www.mindtools.com/pages/article/Body_Language.htm) is perhaps the most important source of clues to the effectiveness of your communication. By watching the facial expressions, gestures, and posture of the person you're communicating with, you can spot:

* Confidence levels.
* Defensiveness.
* Agreement.
* Comprehension (or lack of understanding).
* Level of interest.
* Level of engagement with the message.
* Truthfulness (or lying/dishonesty).

As a speaker, understanding your listener's body language can give you an opportunity to adjust your message and make it more understandable, appealing, or interesting. As a listener, body language can show you more about what the other person is saying. You can then ask questions to ensure that you have, indeed, understood each other. In both situations, you can better avoid miscommunication if it happens.

Feedback can also be formal. If you're communicating something really important, it can often be worth asking questions of the person you're talking to to make sure that they've understood fully. And if you're receiving this sort of communication, repeat it in your own words to check your understanding.

Performance Juxtaposition <http://www.nwlink.com/~donclark/leader/survlead.html>

This self-survey will provide you with feedback as to your feelings of leading others

This survey is designed to provide you with feedback about your level of preference or comfort with leadership characteristics and skills.

Score = 190

As mentioned earlier, there are no right or wrong answers. This means there are no right or wrong scores. This survey is designed to show you the areas you need to improve in. You lowest scoring answers are the areas you need to improve. See your supervisor or training department for resources to help you to become more proficient in your weak areas.

Use the table below for a general guideline of where you stand.

* 175 and above - You are well on your way to becoming a leader.
* 125 to 174 - You are getting close.
* 124 and below - Don't Give up! Many before you have continued with their studies to become some of the finest leaders around.

Use this assessment to help you to determine what skills and abilities you can continue to improve (Strengths) and what skills and abilities you need to develop (Opportunities for growth).

Strong: Integrity, curiosity, deal with performance issues, ownership for team decisions, criticize constructively, take charge, honest and fair, listen to feedback

Weak: delegator, understanding other functions, counsel personal problems, guidelines to treat each other, manage by walking around, manpower requirements , enjoy communicate, focused through followup, wide visibility, giving praise.

Leadership assessment instrument from USDA <http://www.nrcs.usda.gov/wps/portal/nrcs/detailfull/national/people/outreach/oe/?cid=NRCS143_021952>

Purpose and Overview: The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Absolute Strength - 36

Relative Strength - 30

Possible Development Area - 24

Development Area - 18

Possible Block - 12

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus Drive | Emotional Intelligence | Building trust | Conceptual thinking | Systems Thinking |
| 30 | 29 | 29 | 29 | 27 |

Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal -a balance between the components of:

Focus: the ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.

Drive: the ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness -a balance between the components of:

Perception: the ability to read emotions and thoughts of others through the use of insight and analytic skills

Emotional Maturity: the ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

Trusted Influence

The competency of evoking trust from others and placing trust in others to enable them to succeed -a balance between components of:

Commitment: the ability to evoke trust from others by keeping committments, adhering to high ethical standards and principals, and building shared goals or values.

Empowerment: the ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization -a balance of the components of:

Innovation: the ability to create/enhance ideas, products, and services that lead to bottom-line success.

Big-Picture Thinking: the ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems -a balance between the components of:

Mental Discipline: the ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.

Process Orientation: the ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

Pychtests for emotional intelligence <http://testyourself.psychtests.com/testid/3038>

Emotional Intelligence Test . **146 questions 45 minutes**

Many experts now feel that EIQ is a better predictor of success than traditional IQ tests. See how you stack up with this test.

For decades, a lot of emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills, understanding analogies, verbal skills etc. Researchers were puzzled by the fact that while IQ could predict to a significant degree academic performance and, to some degree, professional and personal success, there was something missing in the equation. Some of those with fabulous IQ scores were doing poorly in life; one could say that they were wasting their potential by thinking, behaving and communicating in a way that hindered their chances to succeed.

One of the major missing parts in the success equation is emotional intelligence, a concept made popular by the groundbreaking book by Daniel Goleman, which is based on years of research by numerous scientists such as Peter Salovey, John Meyer, Howard Gardner, Robert Sternberg and Jack Block, just to name a few. For various reasons and thanks to a wide range of abilities, people with high emotional intelligence tend to be more successful in life than those with lower EIQ even if their classical IQ is average.

This emotional intelligence test will evaluate several aspects of your emotional intelligence and will suggest ways to improve it. Please be honest and answer according to what you really do, feel or think, rather than what you think is considered right in this test. Nobody is there to judge you, just yourself...and besides, there are many trick questions.

|  |
| --- |
| Snapshot Report |
| http://testyourself.psychtests.com/te_images/reports/spacer.gif**Emotional Identification, Perception, and Expression** |
| http://testyourself.psychtests.com/te_images/reports/spacer.gifhttp://testyourself.psychtests.com/te_images/reports/graph_arrow.gif **83** |
| http://testyourself.psychtests.com/te_images/reports/spacer.gifhttp://testyourself.psychtests.com/te_images/reports/graph_slider_general.gif |
| You are reasonably skilled when it comes to the core ability of identifying, perceiving and expressing emotions in yourself and others. There is still, however, room for growth. Overall, your skills in this area of emotional intelligence aid you in the process of reading others, understanding how they feel, and effectively identifying your own emotions. These skills form the basis of your ability to relate to the emotions of others as well as well as your ability to understand yourself. Review the results below for further information on areas that could use further improvement. |

<http://testyourself.psychtests.com/testid/3109> classic IQ

The following is a summarized version of your results, categorized as Strengths, Potential Strengths, and Limitations.

Strengths

· Your overall IQ score is quite good

· Your performance on the sections of the test measuring Crystallized intelligence was quite good

· You were quite successful with the numerical concepts

· You did well on the aspects of the test assessing Fluid intelligence

· You were quite good with the spatial orientation questions

· Your peformance on the the logic-related questions was good

Potential Strengths

· Your performance on the verbal aspect was decent

Limitations

· No limitations were detected

<http://testyourself.psychtests.com/testid/2841> analytical reasoning

The following is a summarized version of your results, categorized as Strengths, Potential Strengths, and Limitations.

Strengths

· Your analytical reasoning skills are fairly well developed

· You are good at appraising situations

· You are able to identify what is important when provided with information

· You are able to come up with efficient ways to solve a problem

· You possess good math reasoning skills

· You possess good pattern recognition skills

· You appear to be a creative thinker

· You are good at understanding how to deal with socially-sensitive situations

Potential Strengths

· You were able to think logically in some situations

· Your reading comprehension is relatively good

Limitations

· No limitations detected

Daniel Kehoe leadership and management shop <http://www.dkmanagementtools.com/free-leadership-self-assessment-tool>

How do other people experience your leadership behaviour? There is a term used in psychology, cognitive dissonance, which is the difference between how we see ourselves and how we actually are. The difference between our self-image and the reality.

A useful trait for a leader is a high level of self-awareness. That is, of the impact that they have on others. Here is a checklist to conduct a self-assessment. Or, to make this really powerful, ask your people to assess you and compare the results to check your degree of cognitive dissonance. This will take a dose of honesty and courage on your part, but the reality is that people already know your assets and liabilities as a leader through their experience of you.

Score = 83

How Did You Go?

Score Comment

80-100 You really enjoy being a leader, don't you? And you're very good at it.

60-79 You are a pretty good leader with scope for improvement.

40-59 A fair bit of work to do here.

20-39 A lot of work to do here.

Optimal Thinking.com <http://www.optimalthinking.com/leader-assessment.php>

Score : Your leadership skills are extraordinarily positive. Extraordinary leaders achieve exceptional results because they do not settle for the ordinary. You are achieving more than the average leader, but you are not optimizing your leadership role. In some areas, you are settling for second best. Otherwise stated, you are not employing Optimal Thinking to achieve your greatest mission, vision, values, guiding principles, strategy and best tactics.

& <http://www.optimalthinking.com/quiz-communication-skills.php>

Score: Your communication skills are extraordinarily positive. You are achieving more than the average person, but you are not optimizing your communications with others.

Optimal Thinking empowers you to maximize -- not just improve -- your communications. When you optimize your communications, you eliminate "if only's" from your life. When you use this superlative form of communication, you automatically use words like "best," "wisest," "greatest," "most productive," "supreme," and "maximize."

Only when you understand others can you determine the best ways to give them what they need and want. By honoring feelings, thoughts and motives, you establish your most rewarding connections. Optimal communication skills enable you to make the most of your relationships. Getting along with people as well as you can is the key to maximizing your success at home, with friends, at work, and in other relationships.

Santa Clara County Manager self assessment <http://www.sccgov.org/sites/led/programs/Documents/MgrSupvrSkillsSelfAssessmentTool%20v.2.xls>

Answer Sheet Self-Assessment Step 1 Step 2 Step 3 Step 4 Review course content of training offerings and select those that link to your development areas.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  | **Average Score Per Row** | **PERFORMANCE & PURPOSE** |
| **1** | **5** | **10** | **4** | **11** | **4** |  |  |  |  |  |  | **4.3333333** | Strategic Thinking and Planning |
| **2** | **4** | **13** | **4** |  |  |  |  |  |  |  |  | **4** | Managing Change |
| **3** | **5** | **14** | **4** |  |  |  |  |  |  |  |  | **4.5** | Ethics and Transparency |
| **4** | **5** |  |  |  |  |  |  | **64** | **5** |  |  | **5** | Accountability |
| **5** | **4** |  |  |  |  |  |  | **65** | **4** |  |  | **4** | Project and Program Management |
| **6** | **3** | **16** | **4** |  |  |  |  |  |  |  |  | **3.5** | Planning and Time Management |
| **7** | **4** | **10** | **4** | **12** | **5** | **15** | **4** |  |  |  |  | **4.25** | Organization Performance Management |
| **8** | **4** | **17** | **4** |  |  |  |  |  |  |  |  | **4** | Adaptability |
| **9** | **4** |  |  |  |  |  |  | **66** | **5** |  |  | **4.5** | Innovation |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | **Average Score Per Row** | **COMMUNICATIONS** |
| **18** | **5** | **24** | **3** |  |  |  |  |  |  |  |  | **4** | Customer Service |
| **19** | **4** | **25** | **5** |  |  |  |  |  |  |  |  | **4.5** | Interpersonal Communications |
| **20** | **3** | **26** | **3** | **28** | **5** |  |  |  |  |  |  | **3.6666667** | Facilitation and Meeting Management |
| **21** | **4** | **27** | **4** |  |  |  |  |  |  |  |  | **4** | Presentation Skills and Public Speaking |
| **22** | **3** |  |  |  |  |  |  | **68** | **3** |  |  | **3** | Influence |
| **23** | **4** |  |  | **29** | **4** |  |  |  |  |  |  | **4** | Oral and Written Communication Skills |
|  |  |  |  |  |  |  |  |  |  |  |  | **Average Score Per Row** | **PEOPLE MANAGEMENT** |
| **30** | **4** | **39** | **5** |  |  |  |  |  |  |  |  | **4.5** | Collaboration |
| **31** | **5** | **40** | **5** | **44** | **5** | **47** | **4** |  |  |  |  | **4.75** | Supervisory Skills |
| **32** | **4** |  |  |  |  |  |  | **50** | **2** |  |  | **3** | Leadership Transition |
| **33** | **4** | **41** | **4** |  |  |  |  |  |  |  |  | **4** | Coaching/ Mentoring |
| **34** | **4** |  |  |  |  | **48** | **3** |  |  |  |  | **3.5** | Conflict Management |
| **35** | **4** | **42** | **3** | **45** | **4** |  |  | **51** | **4** |  |  | **3.75** | Teambuilding |
| **36** | **4** |  |  | **46** | **5** | **49** | **5** | **52** | **3** |  |  | **4.25** | Staff Development |
| **37** | **3** | **43** | **2** |  |  |  |  |  |  |  |  | **2.5** | Employee Recognition |
| **38** | **3** |  |  |  |  |  |  | **53** | **4** |  |  | **3.5** | Fostering a Positive Work Environment |

Your Leadership Legacy <http://www.yourleadershiplegacy.com/assessment/assessment.php>

The authors provide a disciplined approach to framing one’s legacy, as well as planning and shaping it over time. Starting with the idea that your legacy is defined by how others approach work and life as a result of having worked with you, the book enables you to:

* Assess your current impact on those around you
* Identify ways to strengthen that impact, and
* Pass along the best of oneself in the process

Your Leadership Style Assessment Results

Your assessment results show that you have the characteristics of these types of leaders:

• Ambassador – your score is 19 points out of 25

• Advocate – your score is 17 out of 25

• People Mover – your score is 15 out of 25

• Truth-Seeker – your score 21 out of 25

• Creative builder – your score is 19 out of 25

• Experienced guide – your score is 19 out of 25

See the sections below for more detail on your natural roles and some suggestions for next steps.

Ambassador

Ambassadors instinctively know how to handle a variety of situations with grace. They tend to be the people diffusing nasty situations. The ones getting involved in conflicts on behalf of broad constituencies, as opposed for their own benefit. They are apt to be persistent in a gentle way -- to be persuasive and at the same time respectful.

An Ambassador, for example, might be someone who can introduce a whole host of people-assessment and development frameworks with the result that employees understand and accept the new order easily.

Advocate

Advocates instinctively act as the spokesperson in a group. They tend to be articulate, rational, logical, and persuasive. They also tend to be relentless (in the positive sense of the word), championing ideas or strategic positions. Advocates tend to use both linear and non-linear approaches when they argue a point.

Top managers who are natural Ambassadors may do very well at navigating through rough waters. But for Advocates, being in rough waters is part of the reason they revel in their work. (Many Advocates tend to see things in black and white only. Advocates very often need Ambassadors on their senior management teams -- to help them temper their messages and persuade employees to “buy into” their decisions.)

People Mover

Think: Talent-spotter, career-builder, motivator, someone with parental, nurturing qualities. People Movers instinctively take the lead in building teams. They’re also instinctive mentors. They generally have large contact lists; they are always introducing new people to new ideas and new paths. They’re also generally mindful of their employees’ lives outside of work; they view performance through the larger lens of potential.

There is a certain “holiday card joy” that comes with being a People Mover; when people continue to update you on their progress because they know you’ll care, even if you have nothing in common with them and are effectively out of touch with them, you know you’re a People Mover.

Truth-Seeker

Think: fairness, good judgment, equalizer, level-headed, process-oriented, scrupulous neutrality, objectivity is the high standard. This is the only role for which there is a “prerequisite;” Truth-Seekers are unfailingly competent in their field; their competence is unquestioned.

Truth-Seekers instinctively level the playing field for those in need. They also help people understand new rules and policies. They act to preserve the integrity of processes. They try to identify the root-cause issues, or pivotal issues. They also step in to ensure the just and fair outcome if the process has failed to yield the same.

Successful individuals in the Human Resources function are generally natural Truth-Seekers. Truth-Seekers also tend to gravitate towards line-manager positions.

Creative Builder

These individuals are visionaries and entrepreneurs – they are happiest and most driven at the start of things. They instinctively: see new opportunities for new products, new companies; spot niche markets; take ideas and make them real. They’re also often “serial entrepreneurs” over time, even if they remain in one leadership post.

Creative Builders instinctively understand that building is not necessarily about invention, but about process of making an invention real. Builders are constantly energized by new ideas, yet they have the staying power to see them through to fruition.

The issue is rarely simply the idea; builders aren’t “Hey Dave, what’s your latest scheme?” people. Builders are fascinated with implementation. Real estate developers are often “builders” in this way (beyond the obvious connection); they feel most rewarded when a project gets underway, or is newly completed.

Builders sometimes get into trouble if they remain in one place for too long. There are case studies, too numerous to mention, of entrepreneurs whose legacies are negative because they became enmeshed in the day-to-day operations of the companies they created, and didn’t know when it was time to leave. Builders can successfully remain in a single leadership position only if they figure out how to feed their own need for new projects.

Here’s an equation to try on yourself if you identify with the role of builder:

Strength of belief in end result + Ability to tolerate the process = Creative Builder

Experienced Guide

The term “Experienced Guide” conjures up an image of someone very old and wrinkled, with the experience that comes with age. That’s not incorrect, but Experienced Guides don’t have to be old, or necessarily experienced. What they do have to have is an ability to listen, and to put themselves in others’ shoes. They have a way of helping people think through their own problems; they are natural therapists. Often, they are seemingly bottomless wells of information on a diverse range of topics. These are the people who can always be counted on to supply the right quotation or the right historical connection.

They are not necessarily mediators, yet the experienced guide is often the person who finds him or herself “in the middle,” with people on both sides of a conflict seeking advice. When a corporate meeting has been particularly stressful or fraught with conflict, the “post-meeting, closed-door meeting” often takes place in the Wise One’s office.

Remember the “family lawyer” of old? The person, outside of the family, who knew (and kept) all the family secrets, and was often sought for advice? The experienced guide role naturally lends itself today to the position of minister, counselor, trusted advisor.

Renato Tagiuri, emeritus professor at the Harvard Business School, noted that natural “experienced guides” are often found one level down from the top in organizations. They get their greatest satisfaction helping others get through the day and helping others see the bigger picture. They empathize.

Your Next Steps

Your natural role will give you a broad indication of the types of legacies you are building as a leader. With that natural (or "default") role in mind, ask yourself: In what way is my leadership affecting the people who work with and for me? How do I affect the way they work, the way they think, the way they approach a task at work? How does my natural style affect their style?

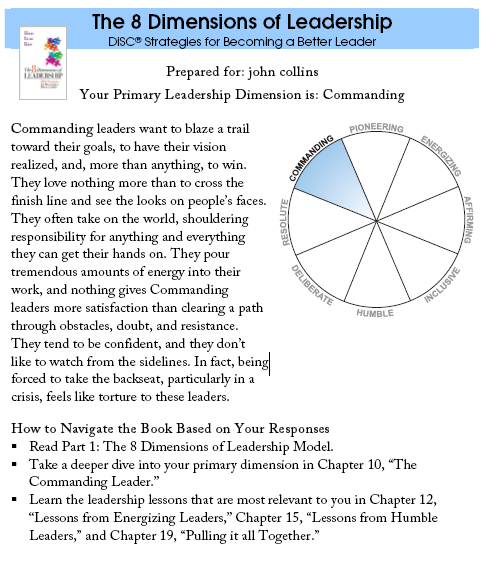
Try asking these questions in a "broad strokes" kind of way, and then go back and ask them again, with particular situations in mind. Last week's round of performance reviews, for instance, or the most recent staff meeting. How does the way in which you approach things change or steer the way in which others behave? What might you try to accentuate, by a degree or two, to help you build the kind of leadership legacy you would like to? What might you delegate a bit more, or seek other's input (again by a degree or two)?

An enhanced understanding of your own natural orientation at work can help you calibrate your leadership, and the dynamics of your organization, more effectively.

8 dimensions of leadership <http://8dimensionsofleadership.com/the-assessment/>

The online assessment should take less than 15 minutes to complete. After completing the assessment, your one-page document will tell you your primary leadership dimension—Pioneering, Energizing, Affirming, Inclusive, Humble, Deliberate, Resolute, or Commanding. It will also identify two of these dimensions that you may need to work on right now.

This assessment harnesses the power of the third generation of the DiSC® model of human behavior—one of the most widely used, scientifically-based approaches to assessing personality and improving interpersonal skills. For more information about DiSC, please visit [www.everythingdisc.com](http://www.everythingdisc.com).

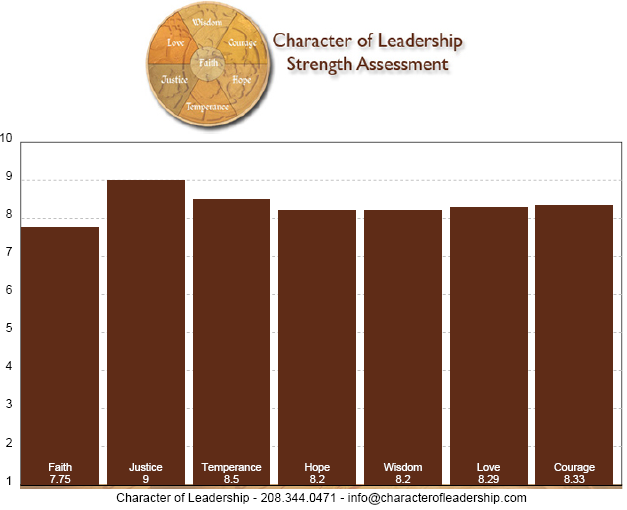


The character of leadership <http://www.characterofleadership.com/freeassessment.aspx>

Welcome to the Character of Leadership Assessment! This assessment is a quick way to get a handle on the character of your leadership. The Assessment contains a series of behaviors (36 in all) and you will be asked to rate how often you perform these behaviors well. Your ratings will be made using a 10 point scale in which 1-means you never perform that behavior well, 3-4 means seldom perform that behavior well, 5-6 mean sometimes your perform that behavior well, 7-8 means you usually perform well and 9-10 mean always perform well.

As you contemplate each question be honest with yourself. This assessment rates observable behaviors. You don’t get credit for what you mean to do so don’t rate what you intend but rather what you do.

At the completion of the assessment, you will receive a graphic representation of your strengths and challenges against each seven elements in the Character of Leadership model. We think you will find the results interesting and informative.



IOpt career assessment test <http://career-report.iopt.com/eaton-career/default.asp>

The I Opt Survey on the next page has 24 sets of multiple choice statements. They are designed to measure how you use information. Your preferences will affect your success and personal satisfaction as you navigate your career. The resulting report can be valuable in helping you to realize your full potential.

DISC test from <https://www.personalitystyle.com/>

DISC focuses on four dimensions of human personality:

* D - Dominance: the "driven" one
* I - Influence: the "inspiring" one
* S - Stability: the "steady" one
* C - Compliance: the "correct" one

While few people are actually pure D, I, S or C styles, PersonalityStyle.com reports 41 different combinations including the pure personality types. Are you a creative, "Architect of Worlds" (High C combined with secondary D) like Thomas Edison, or do you have the resolve, tenacity, and detail orientation of a "Trailblazer" (High D combined with secondary C) like Helen Keller?

Custom Personality Report: Free Preview Version

Master of the Marathon

john, as the "Master of the Marathon", you are self-directed and self-motivated. You can display a significant amount of creativity through your ability to solve these problems utilizing your logical and analytical skills. Motivated by pursuing your personal goals until they've reached completion, you have high standards for both yourself and those around you. You tend to evaluate based on results, and in times of pressure can be objective, direct, and perhaps uncommunicative in your approach. Although you are extremely task oriented, gravitating towards roles of leadership, you also have a high need for positive relationships and can be social, especially when you feel comfortable in your environment. You are very dependable and would go out of your way to help out a close friend.

With the unique ability to blend determination and patience, you continue working toward goals until they have met your high standards. This level of drive, focus, and endurance can lead to success in many areas. You are comfortable in positions where you ...

Others experience you as bold, confident, and courageous. You can also enjoy a slow, steady pace and possess an optimistic attitude. Personal relationships are very important to you and you will likely work hard to keep them this way. You are not afraid to ...

Food for Thought

•You tend to be generous with others. When these gestures go unnoticed or unappreciated, you are likely to feel taken advantage of.

•You are a big picture thinker and may not gather all the needed information before making decisions or moving forward on something you are excited about. Having a detail-oriented person who can gather information and support your visions with information will help you in achieving your goals.

•Being a self-directed person, you do not like to be rushed or pressured and work best independently or in small groups. You probably prefer leadership roles and may have a difficult time with other's authority or rules.

•You can be very direct and uncommunicative under pressure. In these moments, bring your attention to the way you ...

•You may show love, affection, and dedication through ...

•You may experience conflict in times of change. On one hand, you want to move things forward quickly and seek out new experiences, on the other hand, ...

Tony Robbins DISC profile <http://www.tonyrobbins.com/ue/disc-profile.php>

See full reports