



Leadership Effectiveness Profile

WORLDWIDE CENTRE FOR
ORGANISATIONAL DEVELOPMENT

Leadership Effectiveness Profile

3rd Edition

by Jon Warner

ABOUT THE AUTHOR

Jon Warner is the Managing Director of the Worldwide Centre for Organizational Development (WCOD), an international training and publishing company committed to developing practical and easy-to-use learning resources. Jon has authored literally hundreds of training tools and resources (under the imprint of the Worldwide Centre for Organizational Development) and is an expert in the development of profiles and assessments. Over the past 25 years he has worked extensively in the United Kingdom, Europe, the United States of America and Australia. He holds a B.A. (Honors) degree, a Masters degree in Business Administration and a PhD in Organizational Change and Learning.



Copyright © 1st Edition 2000, 3rd Edition 2009
Worldwide Centre for Organizational Development
All rights reserved

Any reproduction of this material in any medium without written permission of the publisher is a violation of international copyright laws.



ABOUT THE PUBLISHER

WCOD was established by Jon Warner with the goal of putting practical and interactive learning materials into the hands of individuals and teams to help them understand more about themselves and the situations they face. The team of authors has developed a range of training instruments and resources, in a number of key areas, which include:

- Personal Development
- Communication and Interpersonal Skills
- Leadership and Supervisory Skills
- Change Management and Coaching

This profile is distributed internationally by ProfileWorld under license from Worldwide Centre for Organizational Development and is a special edition developed for leaders and teams involved in Christian Ministry. For more information on a range of other resources, contact ResourceZone International:

Distributed by ResourceZone International:

Web: www.resourcezoneinternational.com
E-mail: sales@resourcezoneinternational.com
Mail: PO Box 3080, Birkdale QLD 4159 Australia



Introduction

Many people today are keenly aware of the need for more and better leaders, but admit that *intentionally* developing existing leaders and identifying and developing future leaders is not a simple task. Though some people may be “born leaders”, people are rarely born good leaders. Becoming a good leader is something that must be developed. Good leaders don’t fall from heaven; they are grown on earth. The Leadership Effectiveness Profile has been designed to be a self-scoring leadership effectiveness instrument that helps existing leaders and future leaders understand more about their relative skills in this critical area and determine where to target development activities in order to improve those skills.

What does it take to be a leader who lasts to the finish line and finishes much stronger than they started? Although there are different views about what constitutes good leadership, it is possible to distil some key themes or broad categories, from which most effective leaders will draw. Eight major categories have been identified.

- **Emotional intelligence**
- **Contextual thinking**
- **Directional clarity**
- **Creative assimilation**
- **Change orchestration**
- **People enablement**
- **Reciprocal communication**
- **Driving persistence**

These categories are factors that will impact on an individual’s ability to lead others effectively, in a range of different situations. This could range from leading a large group of people, a small group, a small team, or just a short-term team working on a specific project.

While there is no single competency from this list that will result in effective leadership, all the competencies together, rather like the pieces of a jigsaw puzzle, result in a picture of effective leadership.

Although primarily intended as a self assessment instrument, the questions have been worded so this tool can also be used in a 180 or 360-degree feedback process where several respondents complete a profile on the same person.

Instructions

On the following pages there are eight mini-questionnaires (one to each page). Follow Steps 1 to 4 of these instructions for each of these questionnaires. When all the mini-questionnaires have been completed, continue on to Step 5 to calculate your overall Leadership Effectiveness score.

STEP 1 Read the introduction at the top of the mini-questionnaire to help you understand the category.

STEP 2 Respond to each statement by selecting a score of 1, 2, 3, 4 or 5. A score of 1 means 'almost never', and a score of 5 means 'almost always'.

Please note – there are no right or wrong answers. It is important to select the score that reflects how you currently think and/or behave, not how you would like to in the future. This will help you build an accurate picture of your current ability to lead effectively, and discover what actions you can take to improve your skills.

To help you quickly see an overview of your scores, we recommend that you shade in the boxes that represent the number you have chosen. For example, if your answer to a question is 1, you would shade in the first box only for that question. If your score was 3, you would shade in the first three boxes. Alternatively, you could draw a thick line through the boxes to represent your score.

Example: Score = 3

1	2	3	4	5

STEP 3 Add up your responses to every statement in the mini-questionnaire and then divide the total by 12.

Shade in the boxes to represent this number in the Aggregate Score box. It is highly likely that your score will not be a whole number (for example, it could be 3.7 or something similar), so just estimate the point you need to shade to.

STEP 4 Once you have completed all eight mini-questionnaires, plot the Aggregate Score from each onto the spider diagram on page 13. For example, if your score in Change Orchestration is 2.7, make a mark between 2 and 3 (closer to the 3), on the axis with that name. When you have plotted all eight scores, draw lines to join them together into a roughly circular shape.

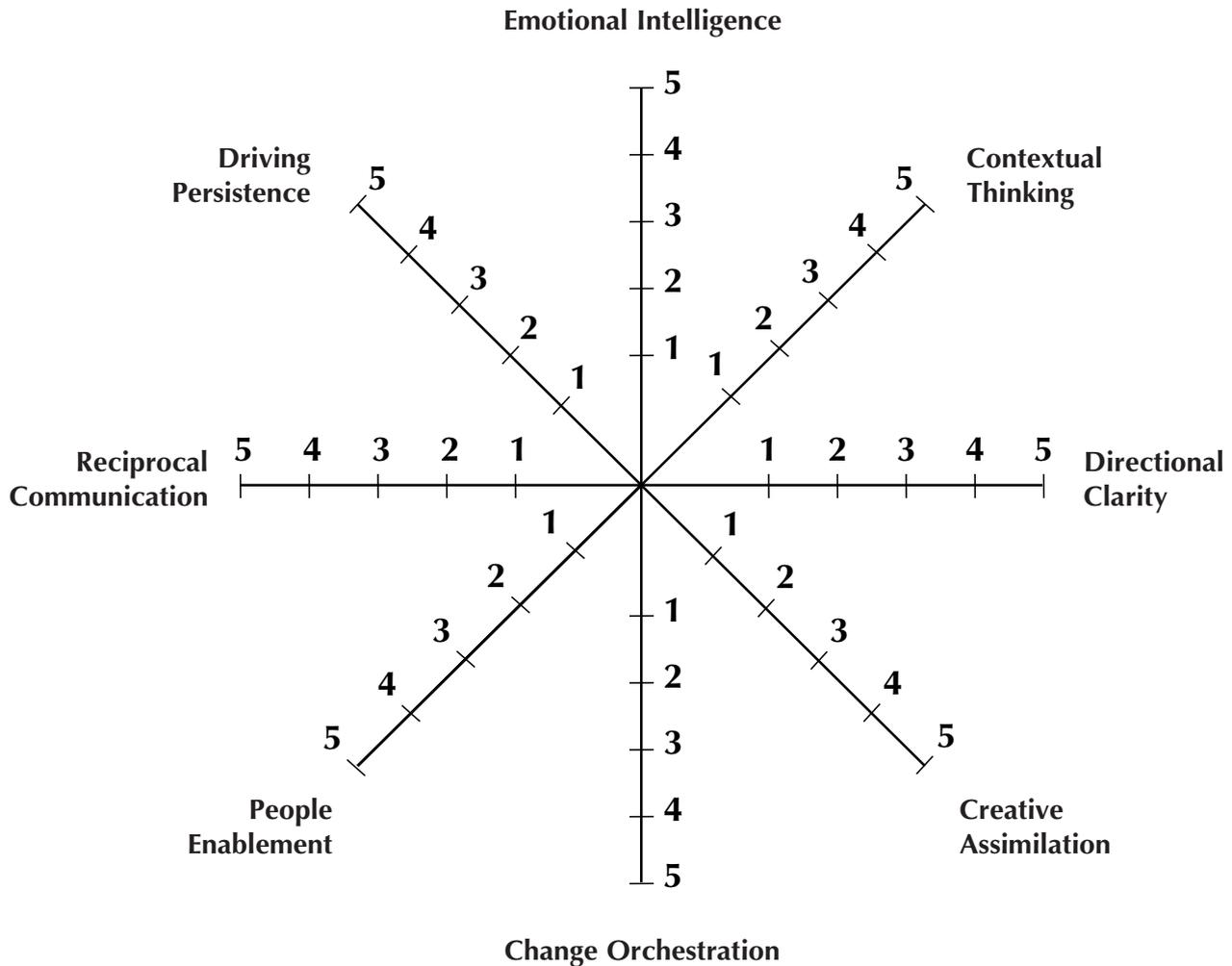
STEP 5 Add all eight category scores together and then divide them by 8 to calculate your overall Leadership Effectiveness score. Enter this number in the box at the bottom of page 13.

STEP 6 Read the interpretative notes underneath each mini-questionnaire and the Improvement Strategies on pages 14 and 15, and then use this information to help you complete the Personal Action Plan on page 16. Keep in mind that you will see the greatest improvement if you begin by focusing on those areas where your scores are lowest and determining some simple steps you can take to develop your skills.

STEP 7 You might like to give a copy of your completed Personal Action Plan to a friend, or colleague, asking them to check in three months if you are on track with your plan.

Scoring

Each of the 8 categories on the previous pages is a self-contained mini-questionnaire in its own right. By transferring your AGGREGATE SCORES from those pages and plotting them on to each corresponding axis of the 'spider' diagram below, then connecting the scores, you create a quick diagrammatic view of your overall Leadership Effectiveness Profile. Scores of 4 or better in each category are 'good', scores of 2 to 4 would benefit from further thought and reflection and scores of 2 or less are in need of attention. For general interpretative information on each of the categories, please refer to the tables on the following pages.



**YOUR TOTAL LEADERSHIP
EFFECTIVENESS SCORE**

(Add all eight aggregate scores together and
then divide the total by eight)

Improvement Strategies

There is no prescriptive strategy that will suit everyone, therefore you need to develop your own personal action plan (a format for this is provided on page 16). However, general actions relevant to each category are provided here. You should start by focusing your attention on the particular category where you have the lowest score.

Emotional intelligence	<ul style="list-style-type: none"> • Think deeply about your own personal values and share them with others. • Gather the opinions or views of people around you (your leader, peers, and team members). • Take time to quietly reflect upon how you are perceived and how you personally feel about the feedback. • Look to use the feedback to plan how you might modify your behaviour by building on the positives and lessening or eliminating the negatives. • Think about what you could do to serve your fellow team members more effectively.
Contextual thinking	<ul style="list-style-type: none"> • Aim to see beyond the immediate issue, situation or problem by trying to establish a context or a clear frame of reference. • Practise writing down any links or connections in your experiences by keeping a personal journal in which you can record your thoughts, and look for improvements over time. • Read widely to look for broad trends and patterns between events, situations, communications, actions etc. • Build a network of contacts outside your immediate group who can help you to keep up to date and in touch with the latest thinking. • Whenever you don't understand or want to know more, openly ask why, and keep doing so as often as necessary.
Directional clarity	<ul style="list-style-type: none"> • Take a longer-term perspective on the future than you might normally choose, and seek to weigh the different alternatives that you identify, to discover the best direction to take. • Engage people in your team directly in conversation about what they think the future might hold, and build this into your long-range planning and goals. • Develop four or five medium to long-term goals, on a single piece of paper, that clearly describe a future vision and how it takes your team or organisation positively forward. • Think about how you might optimally promote the advantages of taking this chosen course to different people to ensure that you solicit their support. • Identify one key process in your work area that could be improved by technology and develop a plan to describe how this might be brought about.
Creative assimilation	<ul style="list-style-type: none"> • Practise looking at issues, events or problems from as many different points of view as you can. • Ask – What if something were to change dramatically? What would happen if this occurred at a future time? Can I reverse or invert some of the factors or parts of the situation? What can I introduce by way of information or ideas to change or alter the situation? • Design quiet time into your day to calmly reflect and synthesise data, evidence and facts into information that you can use and act upon. • Look for unusual or different connections between seemingly diverse ideas and concepts. • Challenge the thinking of yourself and others to ensure that the most innovative and creative solutions possible have been identified before acting.

Improvement Strategies

Change orchestration	<ul style="list-style-type: none"> • Design regular time into your day or week to think about the medium or long-term future (not just your day-to-day or most pressing issues or problems). • Imagine a range of possible outcomes or results that could come about in terms of future personal or organisational change. • Carefully consider what you might need to do now to accommodate the scenarios, if they were to occur. • Actively look for opportunities to introduce immediate change initiatives rather than small incremental improvements whenever the benefits are clear to see. • Help others to come to terms with change and challenge any resistance firmly but fairly at all times.
People enablement	<ul style="list-style-type: none"> • Take an active interest in finding out more about what fellow team members are responsible for doing and achieving, and where they have strong general skills. • Find specific opportunities to empower individuals by giving them full responsibility for tasks and projects that you would normally handle yourself. • Engage in frequent 'walk the talk' and one-to-one coaching to both listen to people and to offer gentle guidance and support. • Engage others in debate about your own responsibilities, skills and preferences, and look for opportunities to work together more collaboratively to get a better overall result for your team or organisation. • Plan regular opportunities for different people to work together as a team and help them to achieve success (for which they can gain recognition).
Reciprocal communication	<ul style="list-style-type: none"> • Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible. • Use the information you gather to plan carefully what you say and how you say it, so that your message is well received more often. • Experiment with different communication methods or channels to appeal to a wider range of people. • Keep a log or a diary to record feedback from others, and make a point of talking to individuals in as direct a way as possible on a one-to-one basis. • Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.
Driving persistence	<ul style="list-style-type: none"> • Make a careful note of commitments that you make, or priorities that are important to you. • Plan how you will maintain your focus and energy to achieve success. • Practise being more assertive about your own needs by telling people about your important goals. Inform them firmly that these cannot be compromised or put to one side. • Look for opportunities to improve your skills and knowledge in many and different ways every day. • Always maintain the courage of your convictions and demonstrate calm assured leadership, even when you may inwardly feel the opposite.

Personal Action Plan

My overall score is

At the following date: _____

My aggregate scores most in need of attention (in priority order) are:

SCORE	CATEGORY
1. <input type="text"/>	_____
2. <input type="text"/>	_____
3. <input type="text"/>	_____

My specific plans to be more effective in category 1 are:

	IMMEDIATELY (TICK)	BY WHEN
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans to be more effective in category 2 are:

	IMMEDIATELY (TICK)	BY WHEN
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans to be more effective in category 3 are:

	IMMEDIATELY (TICK)	BY WHEN
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

In overall terms I will cease to do, or reduce my involvement in:

- _____
- _____
- _____

Signed _____ **Dated** _____

When leaders or ministry teams face significant challenges, they need to understand the issues involved and work out what needs to be done. In many cases, they can work through the steps that seem to be most appropriate without the need for formal assistance. However, when the issues are not entirely clear, a structured approach can help considerably.

To help with this process, WCOD has developed a suite of easy-to-use but comprehensive diagnostic instruments to help individuals or teams understand more clearly their own skills and the situations they face. These instruments fall into three categories.

- Instruments that measure individual competency and give individuals an output-focused perspective on their relative skills in a number of sub-categories within specific topics.
- Instruments that measure the team as a whole, usually from the individual's perception of his or her contribution or level of competence.
- Instruments that help to measure a particular task or situation in which the style that is adopted or utilized by the individual or others is important to understand.

Each instrument has Interpretive Information and Improvement Strategies with tips on benefits and potential downfalls and a Personal Action Plan to help individuals or teams move forward more effectively.



This profile is distributed internationally by ProfileWorld under license from WCOD and is a special edition developed for leaders and teams involved in Christian Ministry. For more information on a range of other resources contact ResourceZone International:

Distributed by ResourceZone International:

Web: www.resourcezoneinternational.com
E-mail: sales@resourcezoneinternational.com
Mail: PO Box 3080, Birkdale QLD 4159 Australia