CHANGE MANAGEMENT
EFFECTIVENESS REPORT

Sample Report
3/4/2017

⭐ INTRODUCTION

This Change Management Effectiveness Feedback Report consists of six components, which are described below..

1. Overall Summary
The summary results chart provides a quick visual representation of your scores in the seven competencies that make up the Change Management Effectiveness profile. The areas to concentrate on are those scores above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

2. Category Descriptions
There are three sections for each of the seven competencies. The first of these three sections explains the competency, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report
The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

4. Course and Reading Suggestions
Development suggestions for the two lowest scoring competencies, including specific recommendations regarding training courses and books that will provide useful information on the topic are included.

5. Development Plan
The development plan lists questions with the five lowest scores from the assessment and puts them into a one-page template. Individuals can use this template to record the specific actions they plan to take over the next twelve months based on the general guidance offered in their feedback report and the coaching tips.
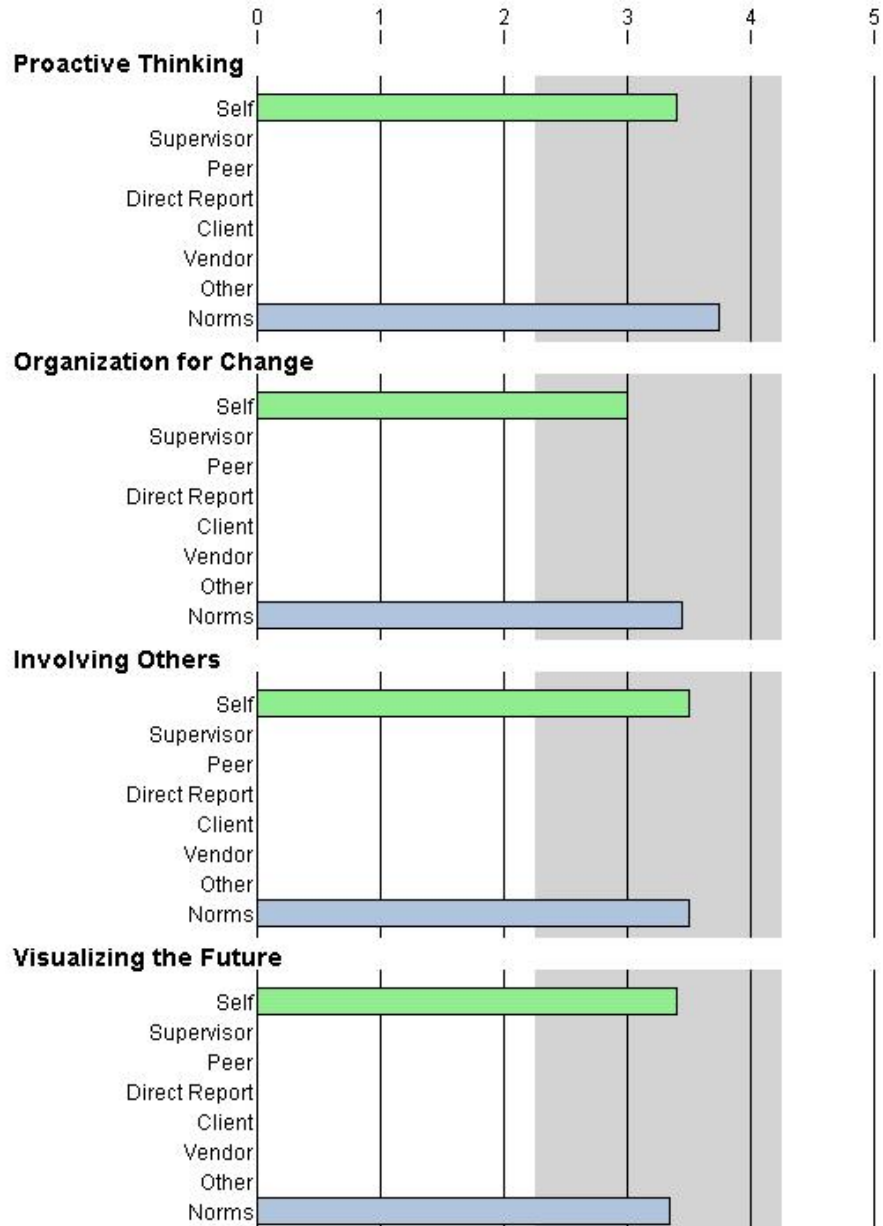
6. Coaching Tips
Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.
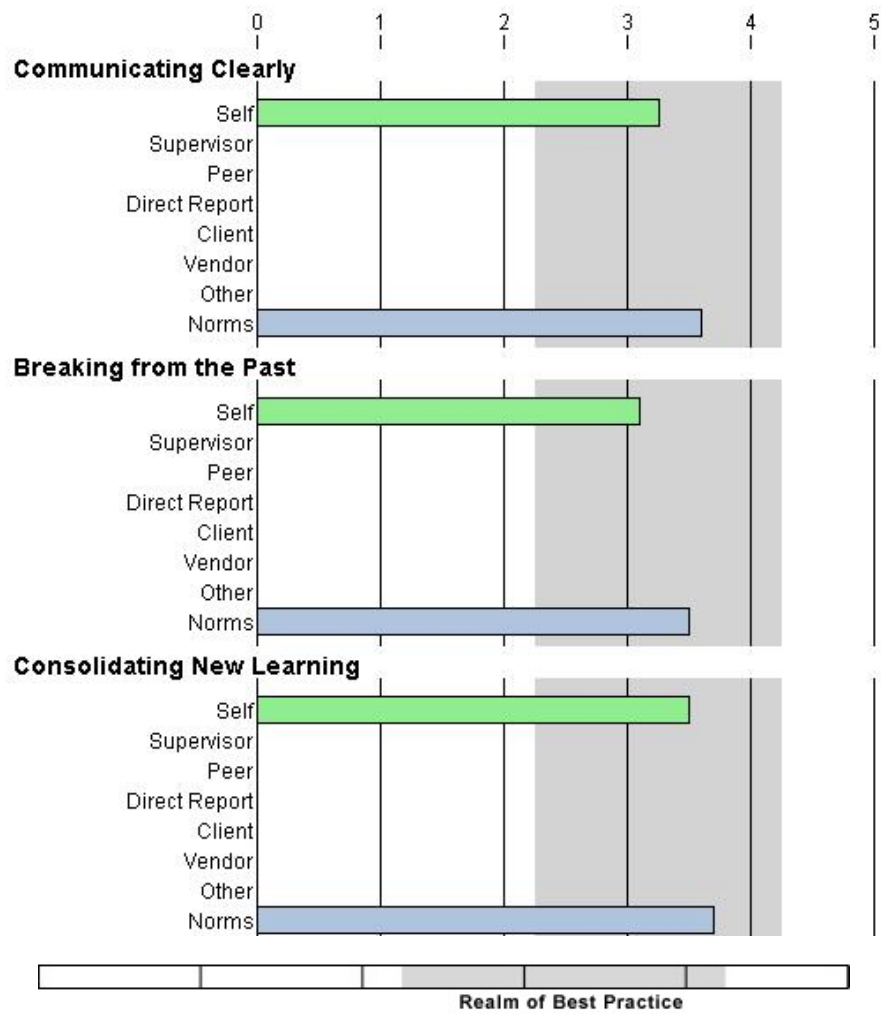
Note on 360 Degree Feedback
If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.

Communicating Clearly

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

Breaking from the Past

Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

Consolidating New Learning

|						
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

Realm of Best Practice

Norm bars shown on all graphs in this report are the progressive average scores of all individuals rating themselves on this questionnaire.

PROACTIVE THINKING

Proactive Thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"
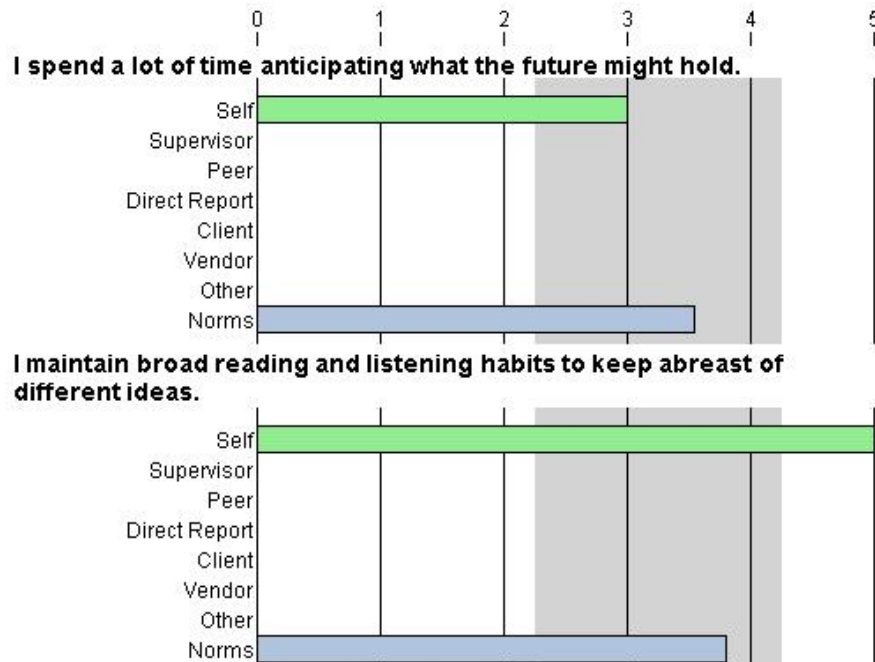
AGGREGATE SCORE (3.42)
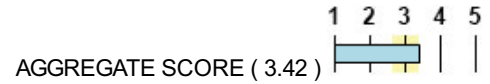
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you spend little time thinking about and preparing for the future, and rarely look beyond the immediate effect of your actions or decisions. You are also unlikely to "tune in" closely to what may be happening around you and, therefore, do not worry about whether you are up-to-date or learning new things. A low scorer will likely take change "as it comes" (or as designed by others), and give themselves limited time to anticipate the change and avoid being taken by surprise. Low scorers may also rely heavily on past experience and their capacity to think quickly on their feet when they become caught up in change activities and initiatives.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are generally someone who takes change in stride, and commits a fair amount of time to thinking about the future and what could happen. You may also look broadly for clues or guidelines from your current experience that might be usefully applied to what could happen in the future. A high scorer will likely actively engage in constant information networking and personal learning to keep up-to-date and alert for any significant changes from "normal" routine. High scorers may also initiate change to the routine to increase efficiency or effectiveness, rather than to wait until major structural change becomes necessary.

I spend a lot of time anticipating what the future might hold.

| | Self | Supervisor | Peer | Direct Report | Client | Vendor | Other | Norms |

I maintain broad reading and listening habits to keep abreast of different ideas.

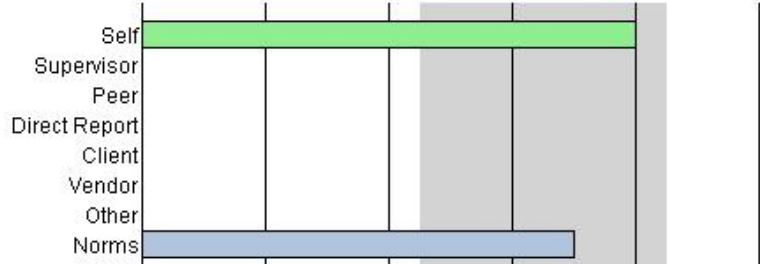| | Self | Supervisor | Peer | Direct Report | Client | Vendor | Other | Norms |

People who know me would say that I am generally well prepared for change.
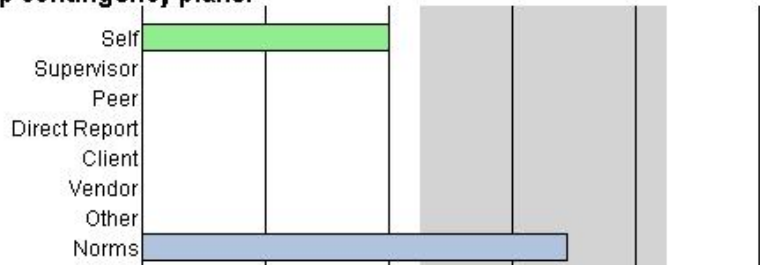

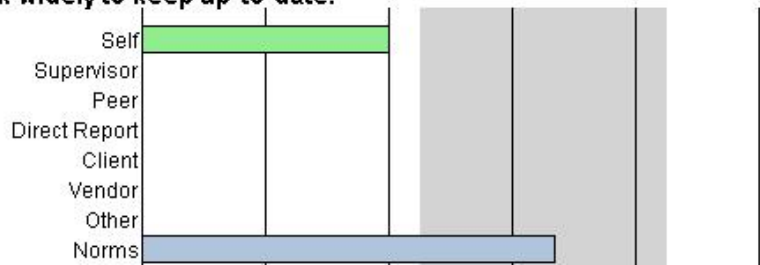**I think through the future implications of all my major actions and decisions.**
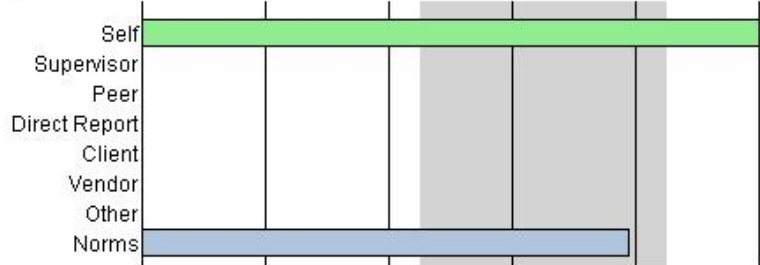
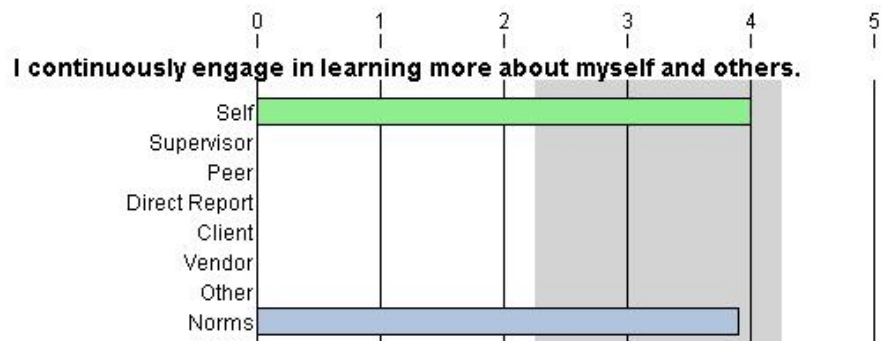**I set up a range of useful listening channels to help me know what is going on.**
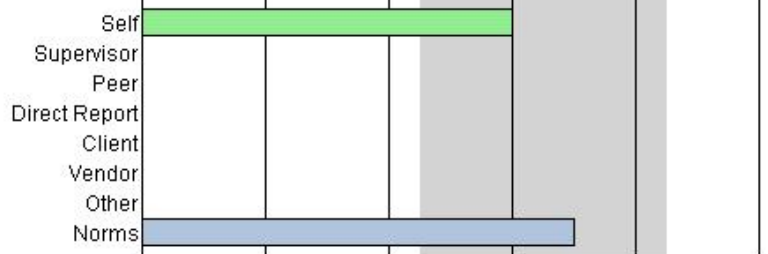

I develop contingency plans.

I network widely to keep up-to-date.

I continuously engage in learning more about myself and others.

	0	1	2	3	4	5
Self					4	
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms					3.9	

I make sure that I stand back far enough to see the "forest as well as the trees."

	0	1	2	3	4	5
Self				3		
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms				3.5		

I often think, "How could this be done differently?"

	0	1	2	3	4	5
Self			2			
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms					3.9	
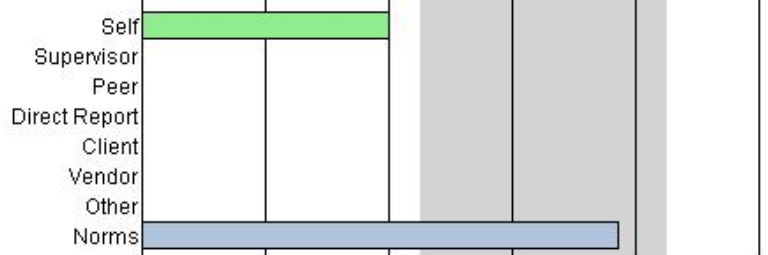
Life is much easier if we accept that change is inevitable.

	0	1	2	3	4	5
Self				3		
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms					4.3	
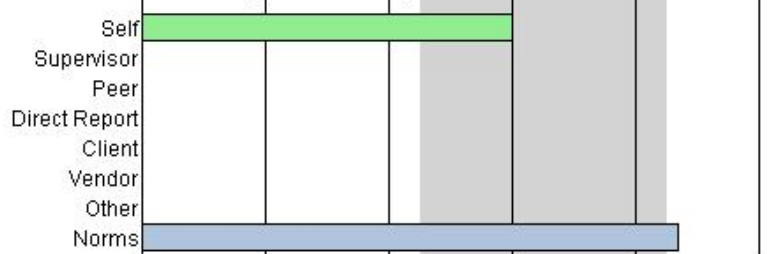
I believe that past lessons can help us understand what might happen in the future.
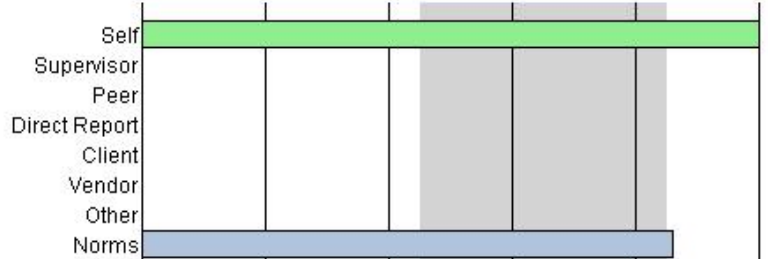
	0	1	2	3	4	5
Self						5
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms					4.3	

Proactive thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"

Recommendations for Improvement

Low scorers need to build relationships with people in the organization who are known for their proactivity, and learn to emulate their behavior in thinking ahead, initiating small-scale change, and finding ways to keep their knowledge and skills up-to-date and growing.

Ways to Strengthen or Improve Proactive thinking

- Build in some quality time to think about the future and changes that might occur.
- Generate a range of possible scenarios and write down what might need to change now to avoid a problem or capitalize on an opportunity.
- When significant events or situations occur, try to anticipate what could happen.
- Plan how you might respond positively to new or unusual experiences.
- Try to network with a wide range of people to actively keep up-to-date and ahead of the game.

ORGANIZATION FOR CHANGE

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

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                                              1  2  3  4  5
AGGREGATE SCORE ( 3.00 )
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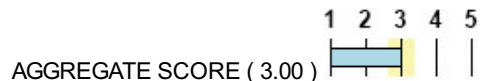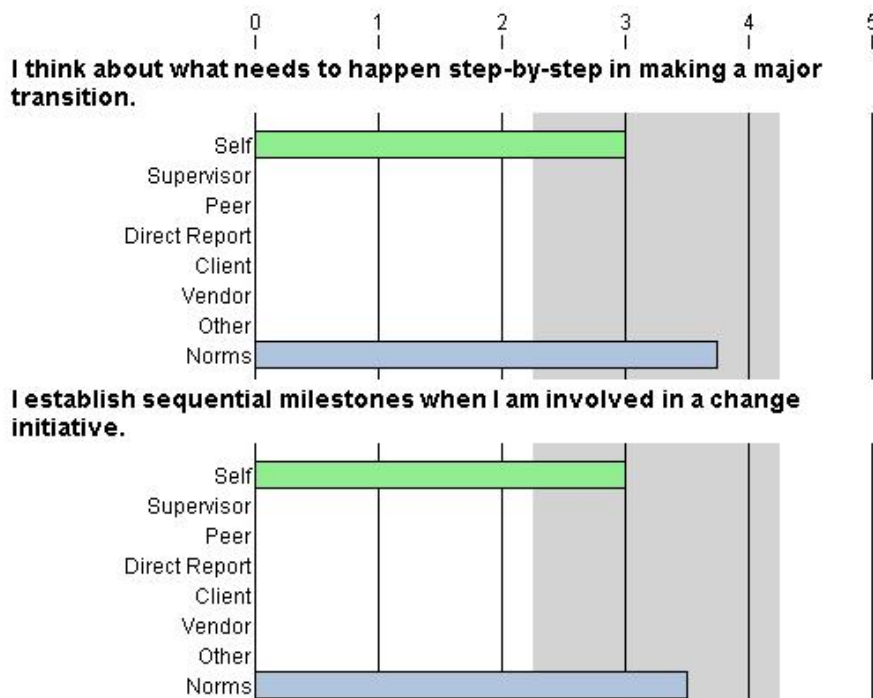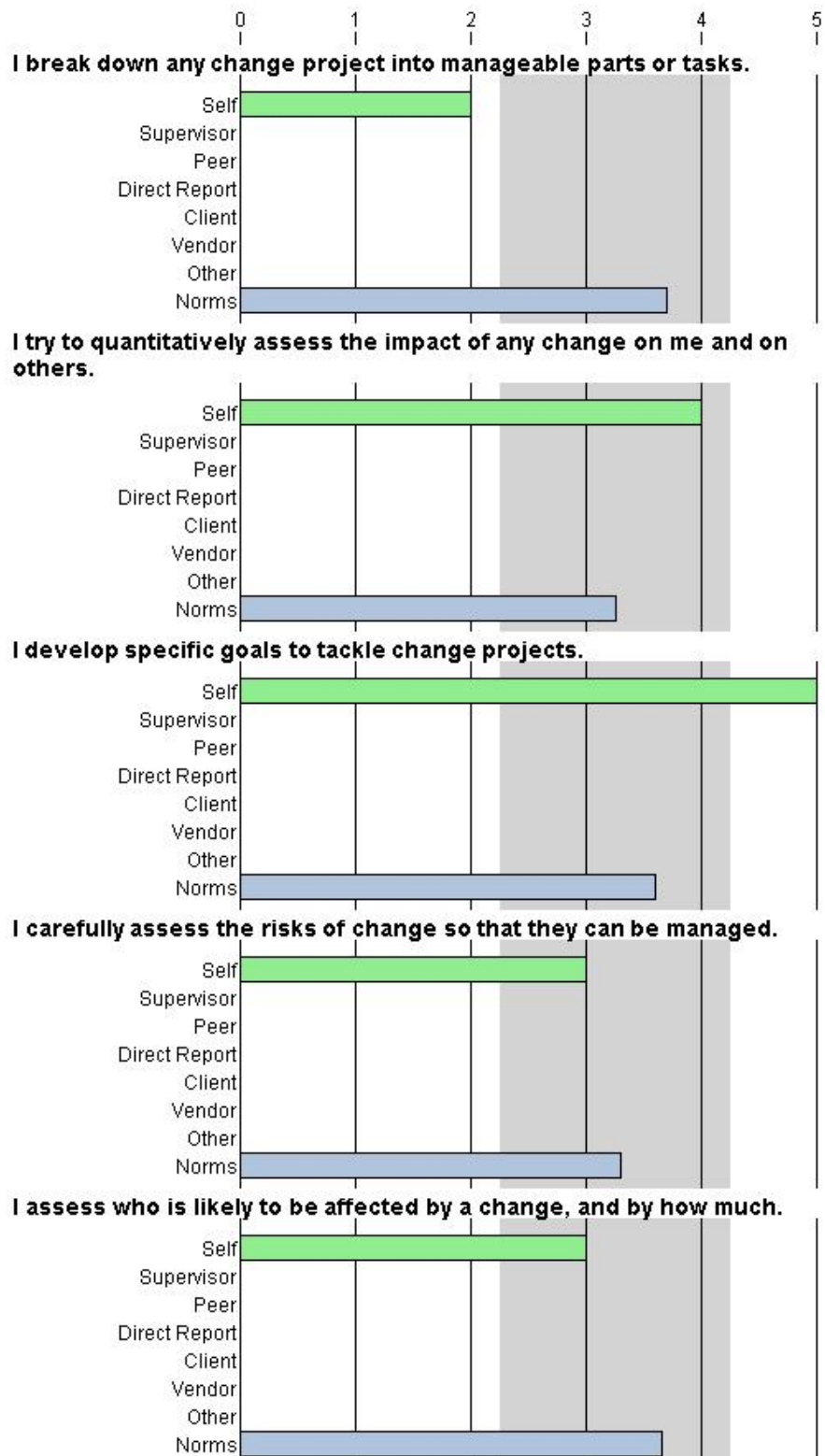
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you spend insufficient time in planning for or organizing change to make it easier to handle. Change is, therefore, likely to be managed randomly and haphazardly as one amorphous event, rather than breaking it down and managing it in logical component parts. A low score person will likely manage change "just in time," as it arises, without the benefit of any preparation or organized approach or system to tackle it. Such individuals tend to let the change manage themselves and others for whom they are responsible, rather than control the change.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are usually extremely well prepared for change, both personally and on a wider organizational scale. This usually means that you see minor and major change as an "event," or a project to plan and manage in a systematically and coordinated way, using any organizational tools that are appropriate. High scorers use a range of different organizational tools and methods, as necessary, when change first appears on the horizon. They are, therefore, likely to develop specific plans, goals, and milestones, and organize themselves and those around them.

I think about what needs to happen step-by-step in making a major transition.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I establish sequential milestones when I am involved in a change initiative.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I break down any change project into manageable parts or tasks.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I try to quantitatively assess the impact of any change on me and on others.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I develop specific goals to tackle change projects.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I carefully assess the risks of change so that they can be managed.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I assess who is likely to be affected by a change, and by how much.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I take responsibility for coordinating actions and/or groups of people in change projects.

Scale	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

Self: 2
Norms: 3.3

I design progress measurement systems and processes for major tasks projects.

Self: 5
Norms: 2.8

I carefully identify the major priorities that have to be faced.

Self: 3
Norms: 3.6

I research issues or situations that I do not fully understand.

Self: 2
Norms: 4.1

I encourage people to experiment with the way they perform their work.

Self: 4
Norms: 3.5

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small- or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Recommendations for Overall Improvement

The low scorer needs to be much more organized and prepared for future changes. To do this, they should ideally use a range of organizing tools and methods useful for a variety of change situations, such as checklists, prioritization sheets, forward planning event charts, diary systems, project planning techniques, risk assessment systems, and other similar tools.

Ways to Strengthen or Improve Organization for Change

- Think about every reasonably significant change as a project (like moving a house or launching a new advertising campaign).
- Develop a written plan to include contingencies, milestones, and measures for each of your more significant projects.
- Think about how you will organize yourself, other people, and resources to cope day-to-day and week-by-week.
- Carefully assess the risks that you foresee before each significant change event or project takes place.
- Spend quality time looking ahead so you are prepared for change or (as unsurprised as possible) when it occurs.

INVOLVING OTHERS

Involving Others relates to the success of your efforts to talk and consult with others in order to gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"
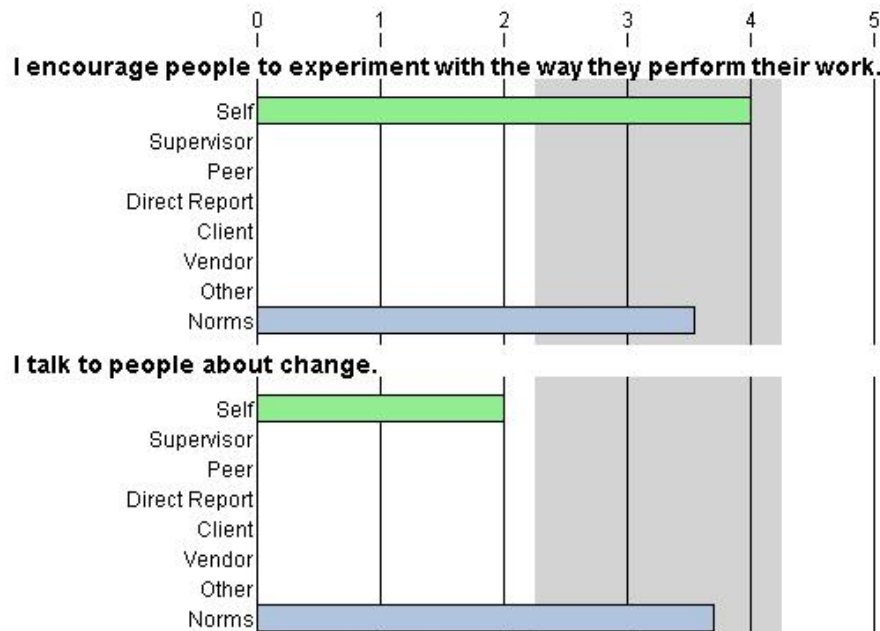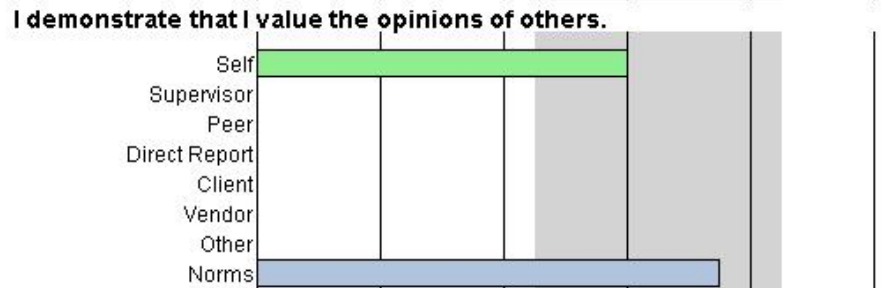
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          1 2 3 4 5
AGGREGATE SCORE ( 3.50 )
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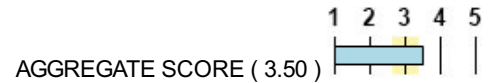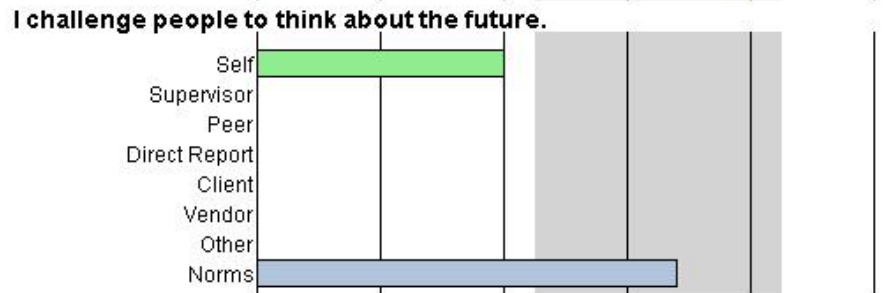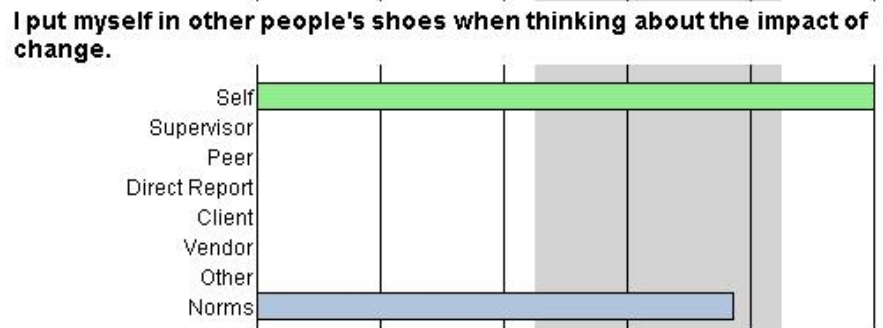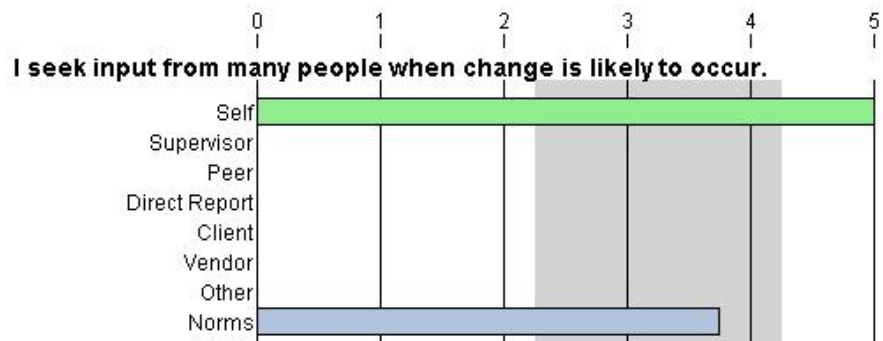
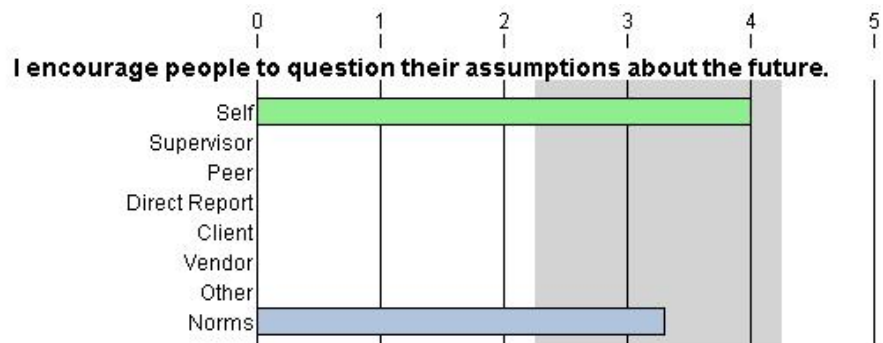## Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you rarely engage others in conversation about change (either when it arises or before it occurs as an anticipatory action). You are, therefore, more likely to handle change of any sort by yourself, with little input or interest in how others are handling it. A low scorer will likely be something of a hostage to their own personal experience and thinking when change arises and adopt a "look after myself first" approach or attitude. They therefore might not solicit the input of others or offer any advice, unless it is specifically requested.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you almost instinctively try to involve other people in your thoughts and actions as soon as a change becomes apparent. This entails not only talking with others about known change but inviting individuals and groups to think about future potential change and its various impacts. A high scorer will likely see other people's opinions, experience, and skills as a "resource pool" from which the best ideas on how to handle change can be drawn and shared. As a result, they will offer their own ideas or thoughts widely, and invite widespread comment and input from others.

I encourage people to experiment with the way they perform their work.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I talk to people about change.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I seek input from many people when change is likely to occur.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I put myself in other people's shoes when thinking about the impact of change.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I challenge people to think about the future.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I solicit input from quiet and reserved people and ask for their reactions and views.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I demonstrate that I value the opinions of others.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I encourage people to question their assumptions about the future.

	0	1	2	3	4	5
Self					4	
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms				3.3		

I try to convey the rewards of the change to majority and to minority groups.

	0	1	2	3	4	5
Self			2			
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms				3.2		
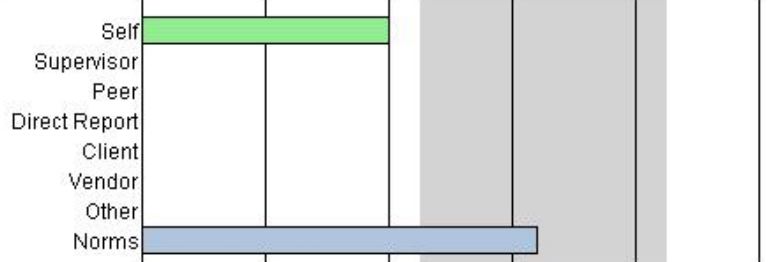
I routinely talk to people informally to learn what they think.

	0	1	2	3	4	5
Self					4	
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms				3.7		
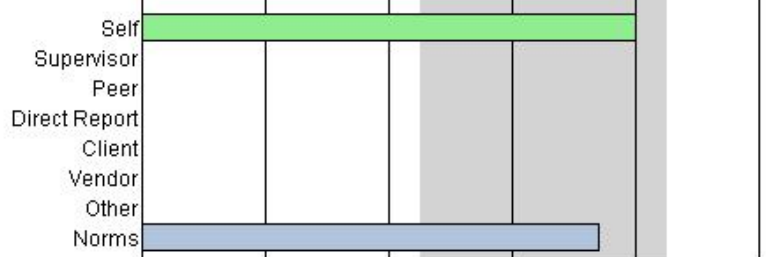
I seek out opinion leaders and carefully listen to them.

	0	1	2	3	4	5
Self			2			
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms				3.4		
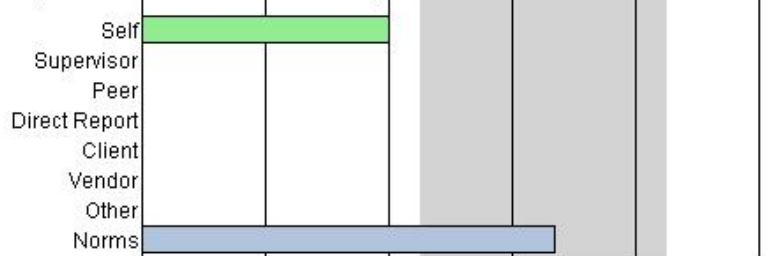
I make it a priority to talk to people when major change is on the horizon.

	0	1	2	3	4	5
Self						5
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms				3.7		
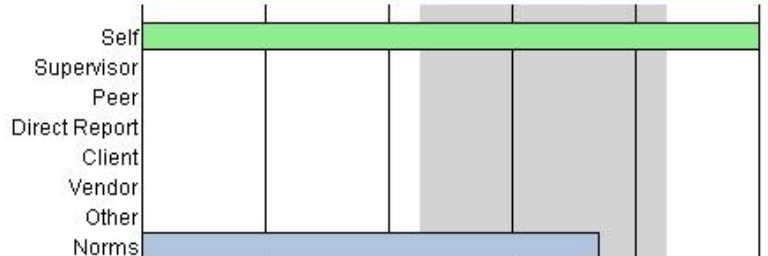
Involving Others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"

Recommendations for Overall Improvement

The low scorer needs to value the potential contribution and input of others around them to offer new insights on handling change, as well as offer to share their own input more widely. To do this, low scorers should seek people out at the earliest possible opportunity when change occurs, and adopt an open, two-way feedback approach that helps to build trust and cooperation.

Ways to Strengthen or Improve Involving others

- Try to build relationships with people who are open and generous with their time.
- Ask people about their ideas and suggestions regarding ways to deal with change.
- Start to offer a few ideas and thoughts of your own (where you have experienced success).
- Solicit input from as many types of people as you can (especially the more reserved ones), to gain a better appreciation of reactions to change.
- Seek to regularize this informal exchange process as part of your daily schedule.

VISUALIZING THE FUTURE

Visualizing the Future is the extent to which you spend time thinking about the medium- and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"
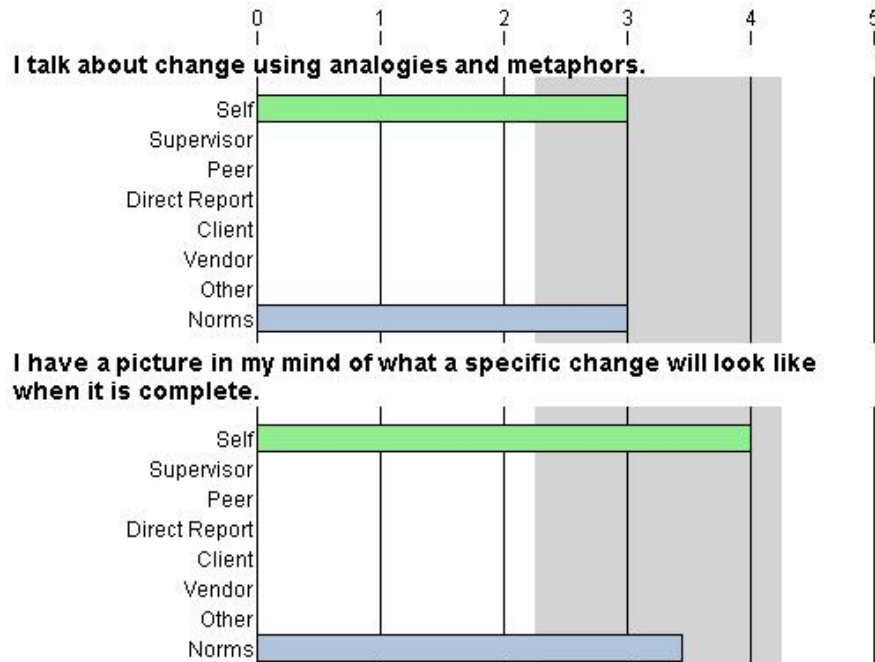
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                    1  2  3  4  5
AGGREGATE SCORE ( 3.42 )
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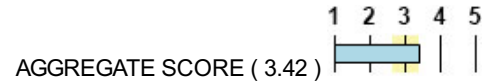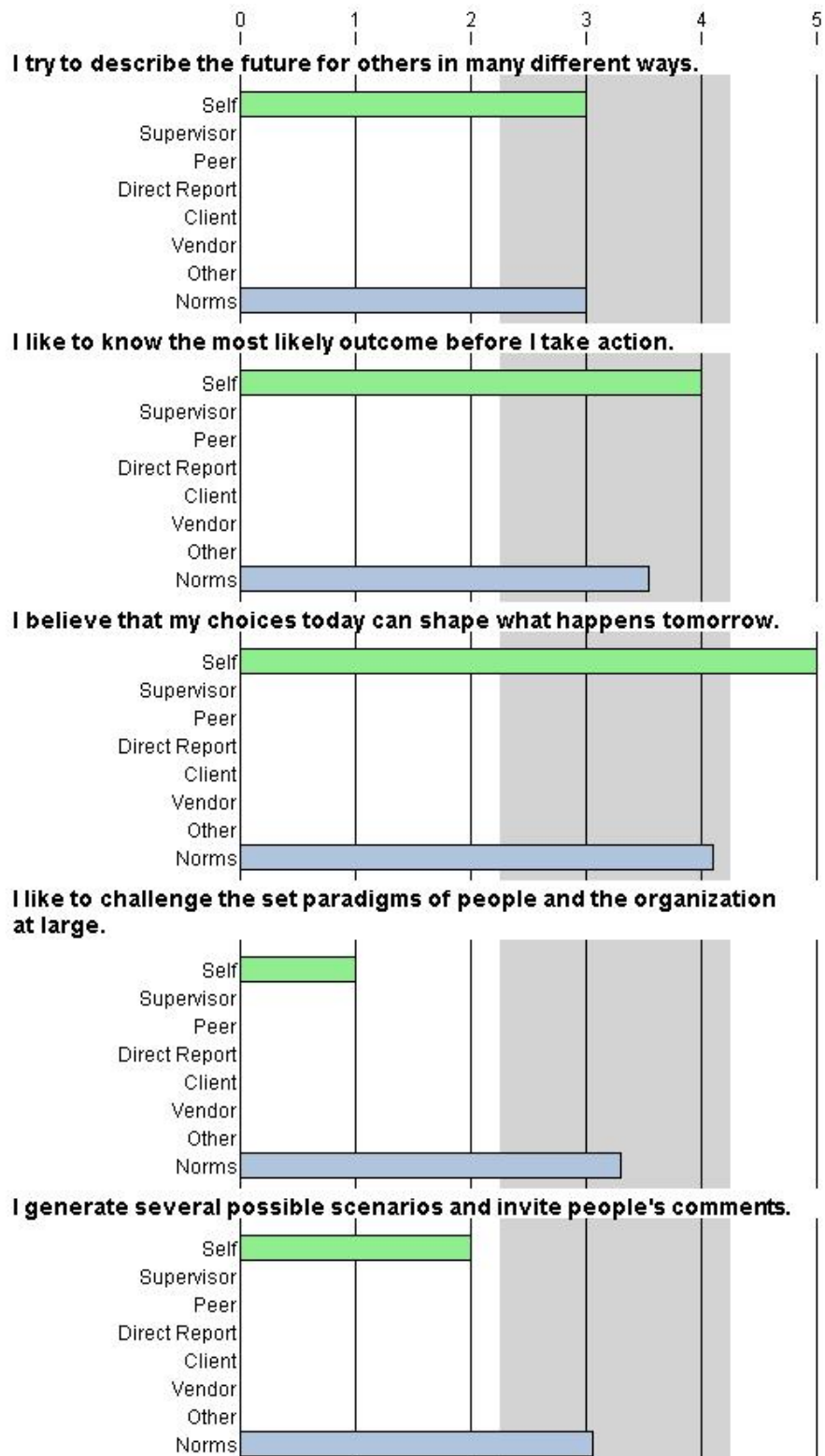
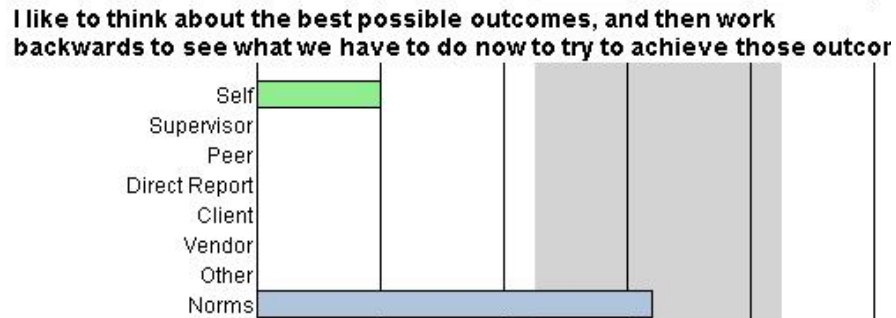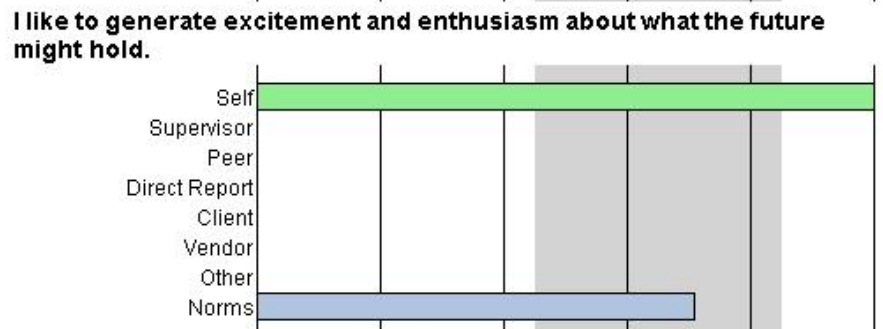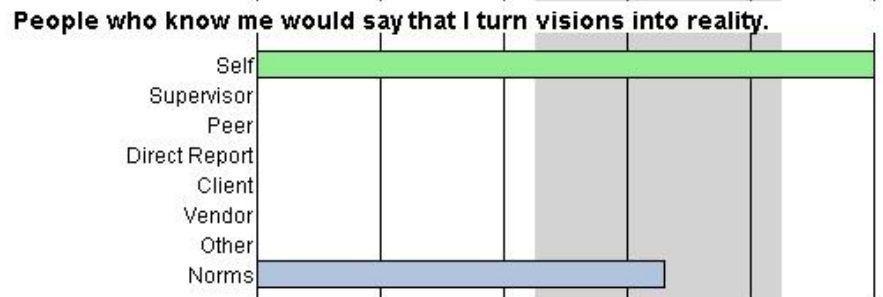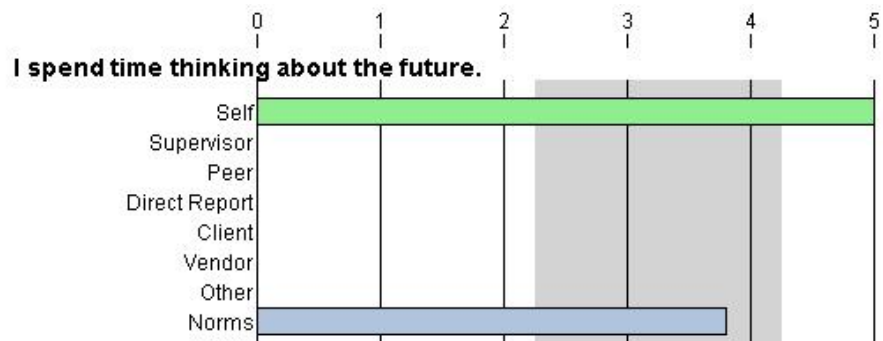## Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you live mainly in the present, and spend little time thinking about how the future might be better or worse as changes arise. You may also feel that your capacity to shape the future is limited or constrained, and therefore spend little or no time discussing or describing what it could look like to others. A low scorer will likely focus on today most of the time, and avoid thinking about tomorrow or the long-term consequences of what they see changing around them. They will, therefore, generally adopt a very short-term perspective, and mainly only extrapolate from existing realities or what they see to be concrete or practical experience.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you have an inherent ability to picture or generate a range of different futures, and try to describe them to individuals and groups in a way that influences their actions today in order to help shape tomorrow. A high scorer will likely engage people in conversation about the future and possible changes that could occur, and even generate creative scenarios that could come about if current actions or practices were changed (or people adopted different strategies today).

I try to describe the future for others in many different ways.

I like to know the most likely outcome before I take action.

I believe that my choices today can shape what happens tomorrow.

I like to challenge the set paradigms of people and the organization at large.

I generate several possible scenarios and invite people's comments.

I spend time thinking about the future.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

People who know me would say that I turn visions into reality.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

When I talk to people I paint visual pictures of what the future could look like.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I like to generate excitement and enthusiasm about what the future might hold.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I like to think about the best possible outcomes, and then work backwards to see what we have to do now to try to achieve those outcor

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

Visualizing the Future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"

Recommendations for Overall Improvement

The low scorer needs to shift the balance of their focus from the present to spending more time reflecting on the future. Until it becomes comfortable or "natural," this can be done by engaging in structured discussions or brainstorming sessions about change and the future in general. Individually, low scorers can also reflect more often on what could be, as opposed to what they believe will inevitably come about.

Ways to Strengthen or Improve Visualizing the Future

- Act enthusiastic about the future, and highlight the opportunities to do things in new, better, and more interesting ways.
- Sketch or draw your vision of the future on regular occasions and find time to close your eyes and think about what tomorrow could be like.
- Having done this, work backwards to list all the things that would have to be initiated now or in the short-term to help this vision become a reality.
- Develop a list of future steps, in sequence, that would need to be taken to achieve your ultimate goals.
- Use analogies and metaphors to describe what you think the future could look like to capture people's imagination in different and interesting ways.

COMMUNICATING CLEARLY

Communicating Clearly relates to your efforts to describe change in simple language and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"

```
                                    1  2  3  4  5
AGGREGATE SCORE ( 3.25 )
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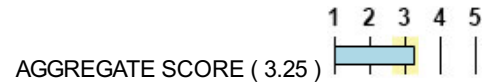
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to either keep your comments mostly to yourself in change situations, or accept poor communication as the inevitable consequence of the change process and people's willingness to give in to gossip and rumor. A low scorer will likely communicate in an unclear way to others, with little in the way of forward planning or consideration of their audience. They also tend not to vary or translate what they communicate to help others to understand the changes that they may be facing, thus adding to confusion and misinformation.
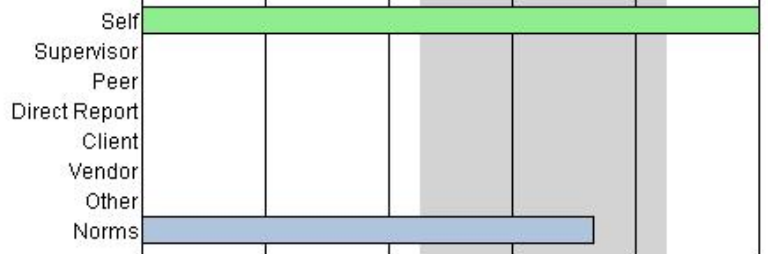
HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you see communication as the primary means by which people can arrive at the best solutions to manage the changes that they face. As such, you will see communication as the "oil" in the change mechanism, and spend a lot of time both talking and listening to people as widely as you can. A high scorer will likely engage in a wide variety of communication "events," using a variety of means to ensure that people understand as much as possible, and to ensure that misunderstanding is kept to an absolute minimum. They will, therefore, spend a considerable amount of time transmitting their messages in a variety of ways and listening for feedback to hone their communication.
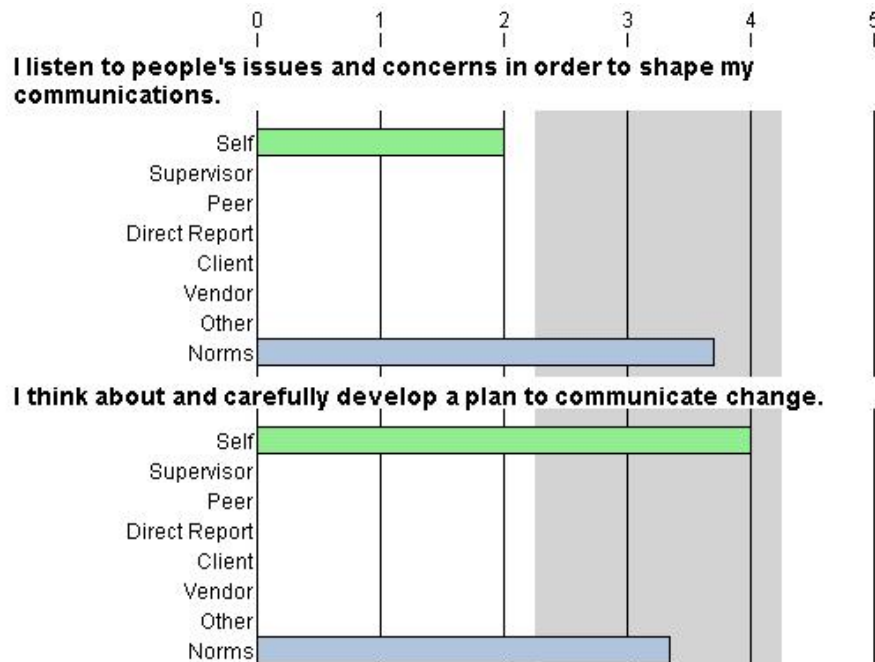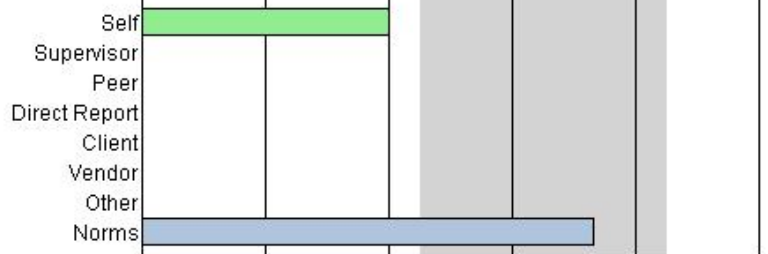
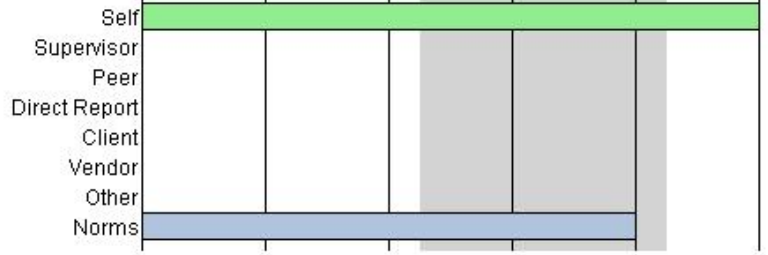I use clear, simple language to describe what will be required of people in the future.

	0	1	2	3	4	5
Self						5.0
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I ask as many questions as necessary to get a clear view of what is possible.

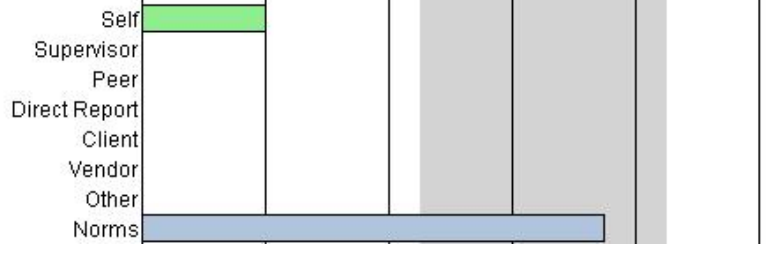|	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I talk to employees on a regular basis to discuss change issues.

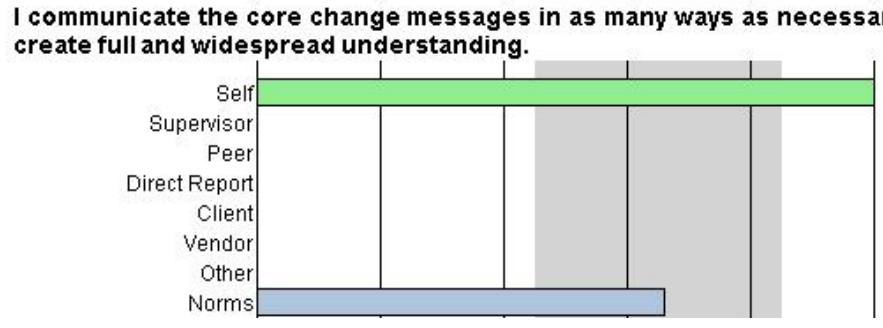|	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I do not spread rumors or feed the "grapevine" when major change is imminent.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I openly give and receive feedback.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I make sure that we all air our problems and concerns, instead of bottling them up.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I alter my communication style and method, when necessary, to aid clarity.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I am patient and give people lots of time to ask questions about change.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I engage in one-to-one communication and coach people who welcome i

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I communicate the core change messages in as many ways as necessar create full and widespread understanding.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

Communicating Clearly relates to your efforts to describe change in simple language and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"

Recommendations for Overall Improvement

Low scorers need to actively use a variety of direct communication methods and means to give people a clear and concise view of what is happening at the earliest available opportunity (in order to stop the grapevine from becoming the prime means by which people gain information). To do this, they can "walk the talk" in face-to-face conversation, make clear presentations, or even write short and precise communications. In addition, low scorers should actively listen to individual feedback and adapt their communication style and content to maximize clarity and understanding.

Ways to Strengthen or Improve Communicating Clearly

- Practice explaining what is important for people to understand about a future change. Write it down on one piece of paper and read it aloud (to the mirror, your family, or even a pet if you have no one else to listen).
- Think about the different audiences who will receive your message, and make changes so it will be entirely clear to everyone.
- Carefully monitor rumors or gossip, so as to feed the right information to people whenever necessary.
- Translate any information that may be complex or confusing, so that every individual can readily understand it.

BREAKING FROM THE PAST

Breaking from the Past is the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"
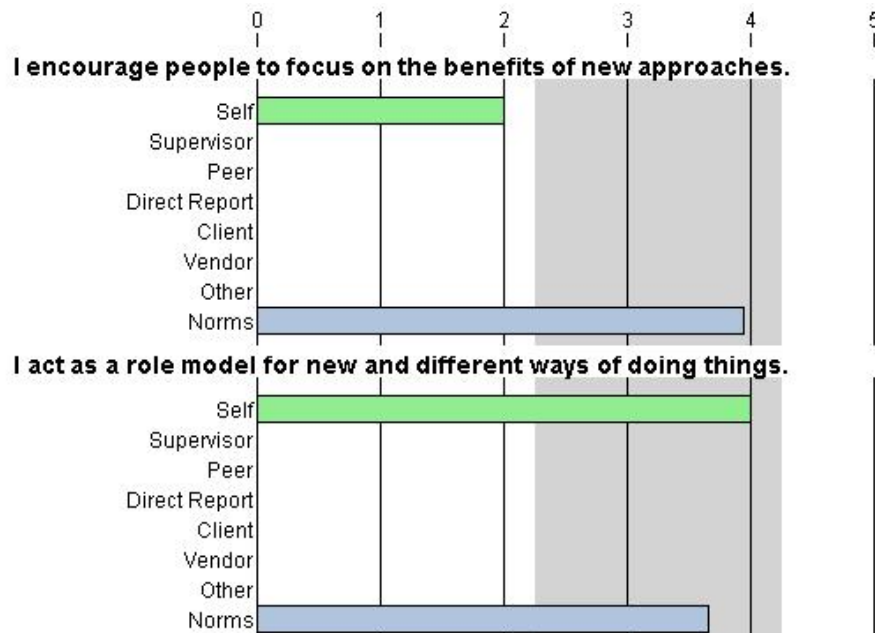
AGGREGATE SCORE (3.08)
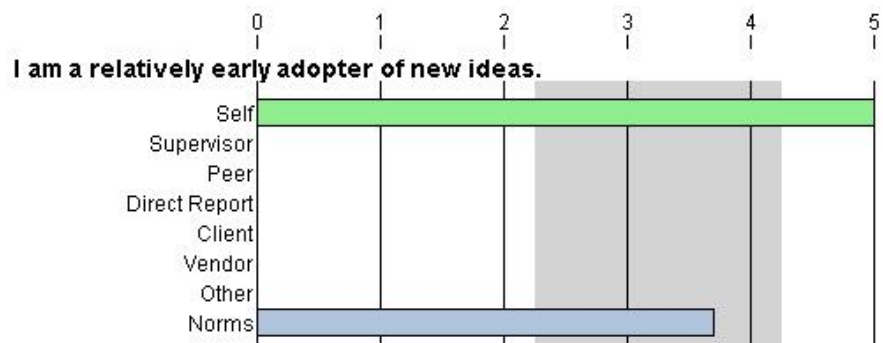
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you allow people to stick with the old or traditional approaches for much too long, instead of suggesting a different and better way. In addition, you may personally show visible concern about future change, and will quietly wait until others have gone first before you will follow them. A low scorer is likely to let people stick to their past practices, regardless of whether or not this is in their long-term best interest. They tend to resist change for personal reasons, and therefore slow the transitional process down until others have "tested" the ground and proven that the "new" way is proven to be better.
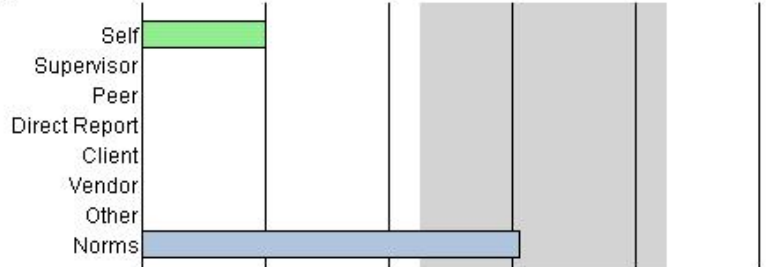
HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are generally comfortable as a role model for others in adopting new practices and methods, or even pioneering a new approach. You encourage people to make the transition and leave their old ways behind them (firmly, if necessary). A high scorer is more apt to believe that there is always scope and opportunity to improve upon past practice or approaches, and adopts change at a reasonably early opportunity. Furthermore, high scorers are likely to encourage others to see the downside of sticking with the old ways, and be firm advocates for the benefits associated with the new way.
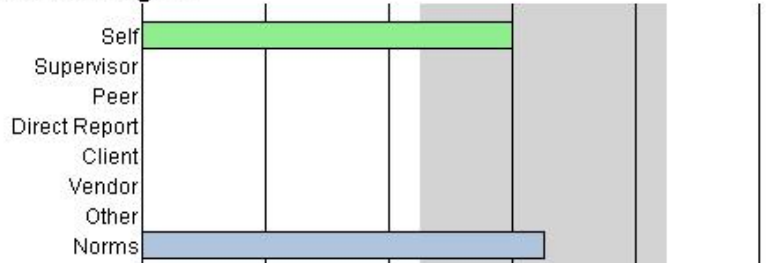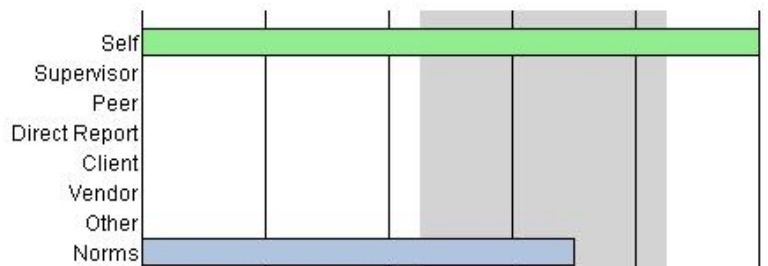
I am a relatively early adopter of new ideas.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I help people to recognize the merits of past approaches before we move on.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I look for opportunities for people to rehearse or pilot different methods and strategies.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I deal fairly but firmly with long-term resistance to necessary change.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I am willing to be a pioneer if it helps people make positive changes.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

0   1   2   3   4   5

I work hard to keep people from "burying their head in the sand."

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I identify specific steps to help people transition from old to new ways.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I describe the downside of sticking with old or outdated methods or approaches.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I highlight the difficulties that people might encounter if they stick to old ways.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

After a fair amount of time, I ask people to stop wallowing in the past, and move on.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

Breaking from the Past refers to the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"

Recommendations for Overall Improvement

Low scorers need to think of change as an opportunity to improve or make things better, and to learn to quickly recognize where past practices are clearly inferior and need to be discarded. They should, consequently, more strongly advocate the positive in particular changes, and help and encourage people to face up to some of the more inevitable realities that they face.

Ways to Strengthen or Improve Breaking from the past

- Try to draw early comparisons of past and future approaches or practices, once you have evidence that the new way is better or clearer.
- Develop different ways to describe the disadvantages of the old and the value of the new ways.
- Firmly but fairly lead people to talk about new changes, rather than ignore them or criticize them gratuitously.
- If possible, find a visible way to show others how to accept new change willingly.

CONSOLIDATING NEW LEARNING

Consolidating New Learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"
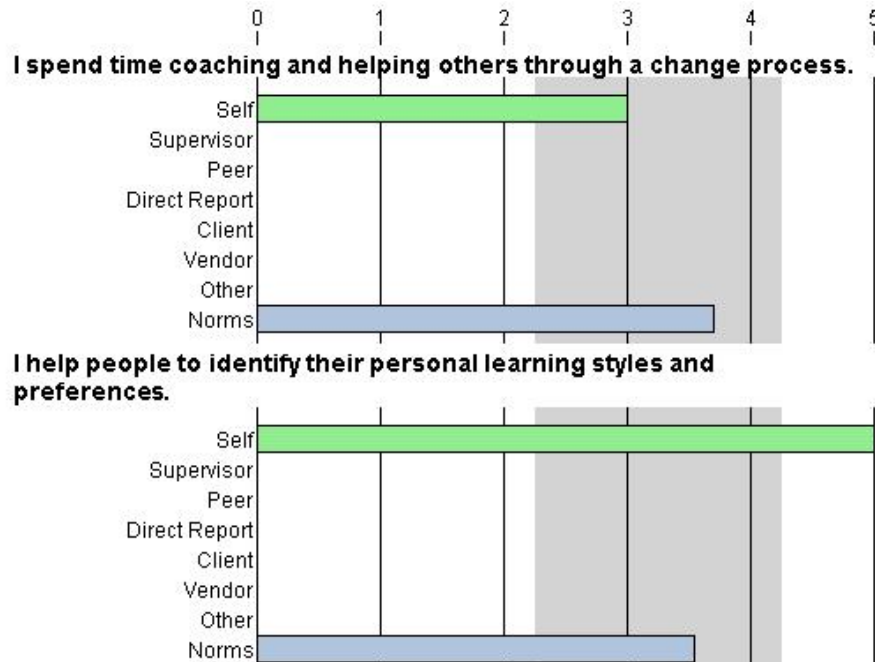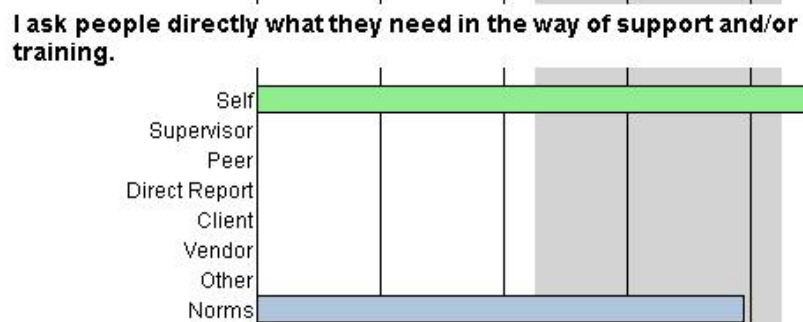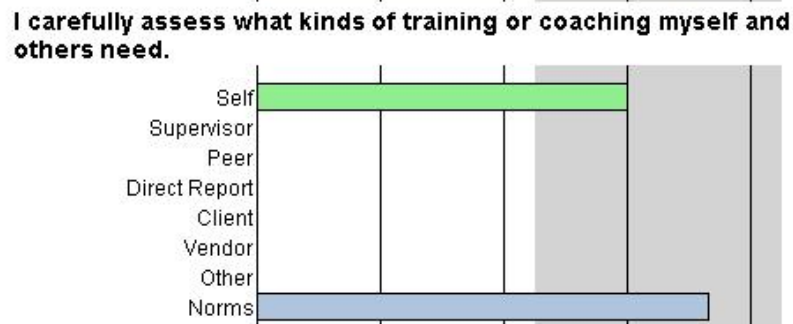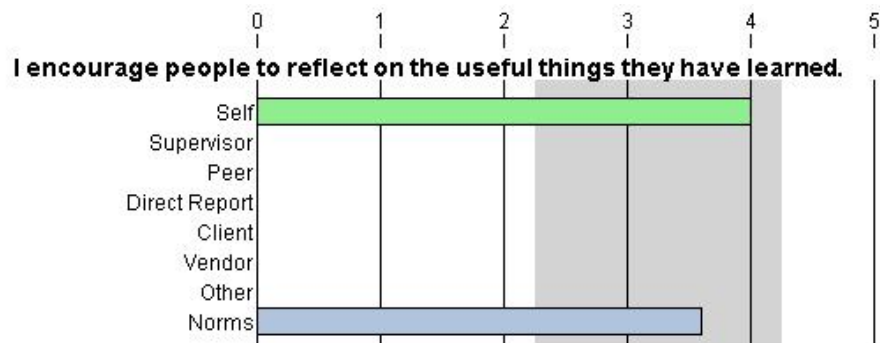
AGGREGATE SCORE (3.50)
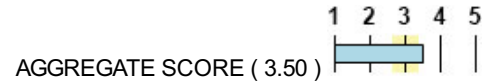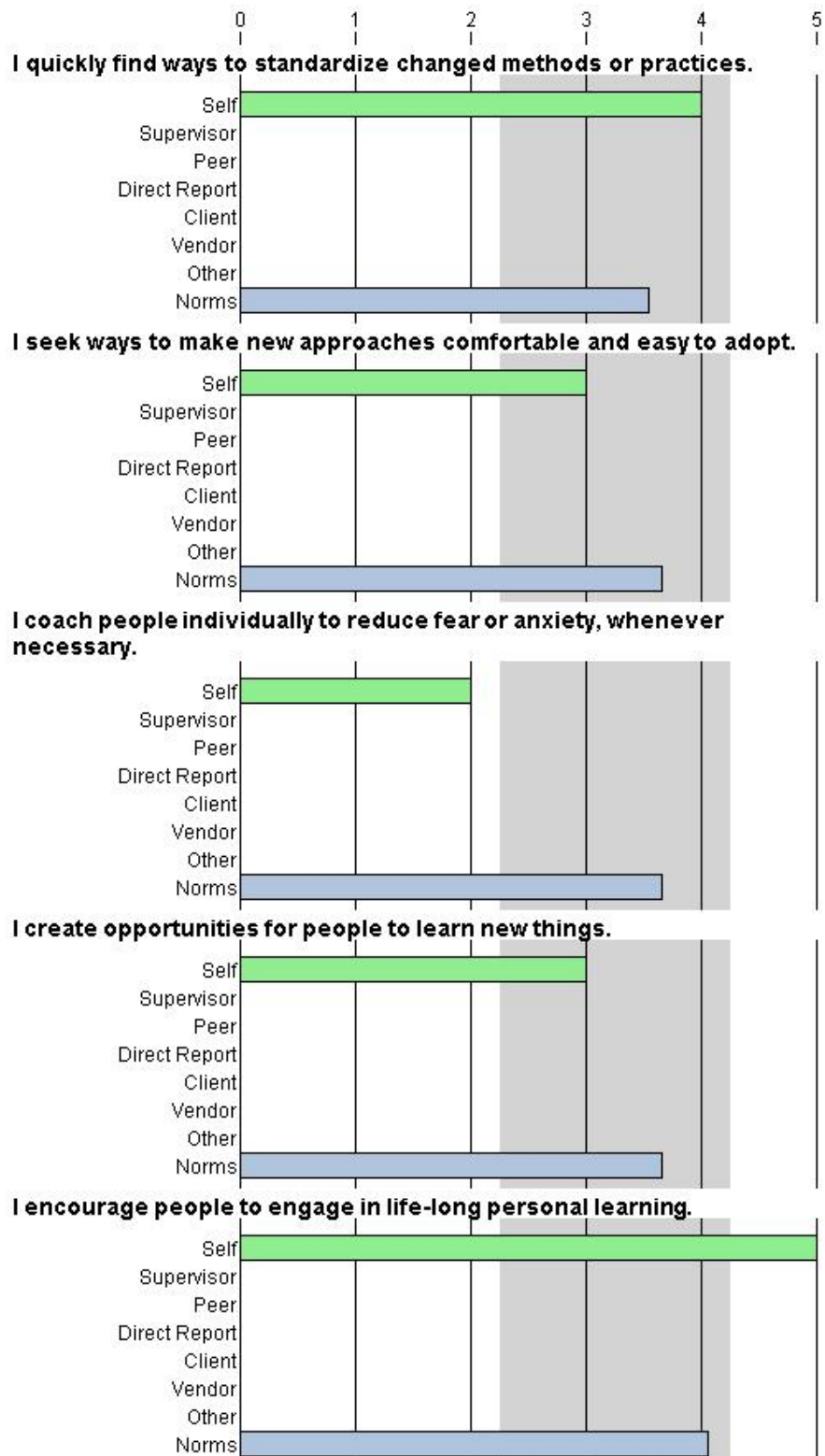
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you generally remain uncomfortable with new practices personally, and offer little or no help to others to assist them in coping with changes or in successfully climbing their learning curve to feel positive and comfortable as quickly as they can. A low scorer tends to leave people on their own offering little or no support and insufficient opportunity to practice new skills, learn new behaviors, or reduce fear or anxiety through coaching, training, or practice.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are adept at convincing yourself and those around you to become comfortable with changed practices and methods by increasing self-awareness and ongoing learning, and by making it easier for them to practice new ways or new skills. A high scorer designs and offers a range of intervention strategies to assist people in understanding the change around them and adopting new practices. This is likely to include as much coaching, instruction, practice, and learning opportunity as necessary.

I spend time coaching and helping others through a change process.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

I help people to identify their personal learning styles and preferences.

Self	
Supervisor	
Peer	
Direct Report	
Client	
Vendor	
Other	
Norms	

Scale markings: 0 1 2 3 4 5

I encourage people to reflect on the useful things they have learned.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I create opportunities for people to practice new methods and ways of doing things.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I carefully assess what kinds of training or coaching myself and others need.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I work hard to create a safe environment, where honest mistakes can be made.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I ask people directly what they need in the way of support and/or training.

Self
Supervisor
Peer
Direct Report
Client
Vendor
Other
Norms

I quickly find ways to standardize changed methods or practices.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I seek ways to make new approaches comfortable and easy to adopt.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I coach people individually to reduce fear or anxiety, whenever necessary.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I create opportunities for people to learn new things.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

I encourage people to engage in life-long personal learning.

	0	1	2	3	4	5
Self						
Supervisor						
Peer						
Direct Report						
Client						
Vendor						
Other						
Norms						

Consolidating New Learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"

Recommendations for Overall Improvement

Low scorers need to give people the time and help necessary to come to terms with change and learn about themselves and their ability to cope. They need to make the environment for this as safe as they can by thinking about individual or group reactions; coming up with learning strategies and tactics that work; and helping them stretch to independent success.

Ways to Strengthen and Improve Consolidating New Learning

- When planning any change transition, design and develop progressive opportunities for people to gradually take on new practices or behaviors.
- Make sure that people do not feel coerced or pressured to the point where they become uncomfortable and fail to change their ways and learn to cope with changes.
- Create opportunities for people to pilot, practice, test, or adjust to a change gradually so they will accept it on a wider scale in the future.
- Speak often about the benefits of continual learning and broadening the mind.

Top 10 Strengths

Consolidating New Learning

84. I encourage people to engage in life-long personal learning.	5.00
79. I ask people directly what they need in the way of support and/or training.	5.00
74. I help people to identify their personal learning styles and preferences.	5.00

Breaking from the Past

70. I describe the downside of sticking with old or outdated methods or approaches.	5.00
66. I deal fairly but firmly with long-term resistance to necessary change.	5.00
63. I am a relatively early adopter of new ideas.	5.00

Communicating Clearly

60. I communicate the core change messages in as many ways as necessary to create full and widespread understanding.	5.00
54. I do not spread rumors or feed the "grapevine" when major change is imminent.	5.00
51. I use clear, simple language to describe what will be required of people in the future.	5.00

Visualizing the Future

47. I like to generate excitement and enthusiasm about what the future might hold.	5.00

Top 10 Development Needs

Organization for Change

24. I design thinking and action time into my forward schedule so I can tackle significant change design.	1.00

Visualizing the Future

42. I like to challenge the set paradigms of people and the organization at large.	1.00
48. I like to think about the best possible outcomes, and then work backwards to see what we have to do now to try to achieve those outcomes.	1.00

Communicating Clearly

55. I openly give and receive feedback.	1.00
59. I engage in one-to-one communication and coach people who welcome it.	1.00

Breaking from the Past

64. I help people to recognize the merits of past approaches before we move on.	1.00
68. I work hard to keep people from "burying their head in the sand."	1.00

Consolidating New Learning

76. I create opportunities for people to practice new methods and ways of doing things.	1.00

Proactive Thinking

6. I develop contingency plans.	2.00
7. I network widely to keep up-to-date.	2.00

COURSE AND READING SUGGESTIONS

Here is a link to a 12 page workbook that can help you further
http://assessments24x7.com/rsb/RSBcm.pdf

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Organization for Change

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Course Suggestion
- Change Management Strategy
- Organizational Skills
- Project Management
- Delegation Skills
- Strategic Planning
- Contingency Planning

Other Suggestion
- Start to mentally plan different likely future scenarios for which preparation now would make life considerably easier in the future.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion
- The Change Management Toolkit, Gary Starke, Dutch Holland, Bill Rogers and Diane Landon
- Control Your Destiny or Somebody Else Will. Noel Tichy and Stratford Sherman
- Lightning in a Bottle-Proven Lessons for Leading Change. David Baum
- Navigating Change. Donald Hambrick and David Nadler (Eds)
- Leading Change. John Kotter

Breaking from the Past

Breaking from the Past concerns the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order". It asks the question: "How effectively do you draw a firm line between the past and future in order to make a visible transition for others to see?"

Course Suggestion
- Goal/Objective Setting
- Creativity and Innovation

Reading Suggestion
- 10 Good Reasons Why People Resist Change. James Keener
- Beyond the Wall of Resistance. Rick Maurer
- Magic of Thinking Big. David Schwartz
- Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom. James O Toole
- Aftershock: Helping People Through Corporte Change. Harry Woodward, Steven Buchholtz and Karen Hess

Course Suggestion
- Building Trust
- Dealing with Resistance to Change

Other Suggestion
- Develop and progressively build your own personal list of small steps and strategies that people and teams might like to use to help break from past practices.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

I design thinking and action time into my forward schedule so I can tackle significant change design.   Score: 1.00
Action to Take:

I like to challenge the set paradigms of people and the organization at large.   Score: 1.00
Action to Take:

I like to think about the best possible outcomes, and then work backwards to see what we have to do now to try to achieve those outcomes.   Score: 1.00
Action to Take:

I openly give and receive feedback.   Score: 1.00
Action to Take:

I engage in one-to-one communication and coach people who welcome it.   Score: 1.00
Action to Take: