

FAILING TO COMMUNICATE IS NOT AN OPTION

Scores from Your Communication Assessment

Overall score: _____

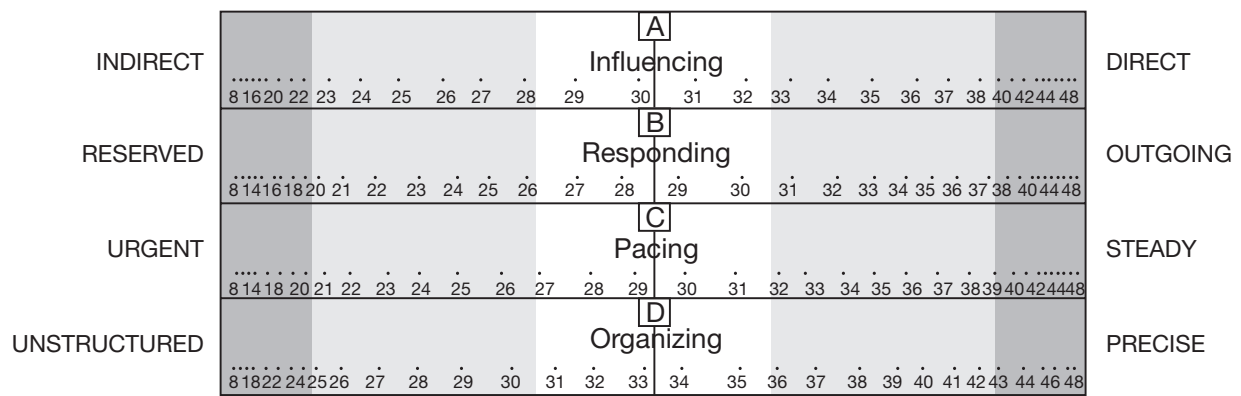
1. **Score above 90:** Excellent! You have exceptional communication abilities, whether you are sending or receiving a message.
2. **Score between 65 and 89:** You demonstrate strong communication skills. You may occasionally have difficulties when sending or receiving communications. Examine your scores and concentrate your skill development efforts on areas with lower scores.
3. **Score below 64:** You have substantial opportunities to grow as a communicator. Make note of the sections that have the most room for growth and devote your attention to them as you progress through the book.

Input your communication process component scores below. When reviewing your scores, a score below 15 is an indication of a process area where you can improve your skill as a communicator. You will further clarify these improvement areas in subsequent chapters:

1. Planning the message: _____
2. Encoding—creating a clear, well-crafted message: _____
3. Choosing the right channel: _____
4. Decoding—receiving and interpreting a message: _____
5. Feedback: _____

CHAPTER 3

WHO ARE YOU? YOUR PERSONALITY TRAITS



FOCUS AREAS FOR CHAPTER 3

Focus area 1—Describe an important behavior-based trait preference area where you want to improve (e.g., I am an Indirect person so when speaking to a Direct person, use more eye contact and gestures: be prepared to debate issues):

Focus area 2—Describe an important behavior-based trait preference area where you want to improve:

CHAPTER 4

LISTEN BETTER TO SUCCEED

FOCUS AREAS FOR CHAPTER 4

Focus area 1—Describe a behavior that would improve your listening and questioning skills (e.g., I would like to improve my listening skills by not interrupting the other speaker in a conversation):

Focus area 2—Describe a behavior that would minimize the barriers to effective listening (e.g., I want to become more aware of confirmation bias and practice maintaining an open mind):

CHAPTER 5

RECEIVING AND GIVING FEEDBACK—ARE YOU READY?

Positive Experiences Receiving Feedback

Experience 1—Describe the feedback you received, including why it was meaningful to you (e.g., I was told after a meeting that I argued with people who disagreed with my recommendations and those people disengaged from further discussion. This was meaningful to me because I was unaware I was arguing. I wanted to encourage debate):

List ways in which the feedback you received was beneficial (e.g., I am now more aware of how forceful and direct I can be when making my point. I have modified my approach when presenting recommendations, paraphrasing what people say to assure I understand):

Experience 2—Describe the feedback you received, including why it was meaningful to you:

List ways in which the feedback you received was beneficial:

Negative Experiences Receiving Feedback

Experience 1—Describe feedback you received, including why it was *not* meaningful to you (e.g., I was told I was too quiet in meetings and appeared that I was not interested in what other people were saying. This feedback was not helpful to me because I felt I was being judged as a person):

List reasons you believe the feedback was of little or no benefit (e.g., the feedback I received was not beneficial because I felt attacked and withdrew from future discussion with the person who gave the feedback. I may have missed opportunities for beneficial feedback based on one experience):

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Experience 2—Describe feedback you received, including why it was *not* meaningful to you:

List reasons you believe the feedback was of little or no benefit:

INITIAL FOCUS AREAS: RECEIVING FEEDBACK

Focus area 1—Describe a behavior that would improve how you learn from receiving feedback (e.g., when receiving constructive feedback, I want to focus on finding value in what is said rather than defending my behavior):

Focus area 2—Describe a behavior that would improve how you learn from receiving feedback:

FINAL FOCUS AREAS: RECEIVING FEEDBACK

Focus area 1—Describe a behavior that would improve how you learn from receiving feedback (e.g., when I believe feedback I have received is not true, I will ask questions to find out how the person giving the feedback formed their opinion to determine whether my behavior is causing misperceptions):

Focus area 2—Describe a behavior that would improve how you learn from receiving feedback:

Positive Experiences Giving Feedback

Experience 1—Describe a situation where the feedback you gave was impactful (e.g., circumstances, timing of the feedback relative to the event that caused you to give feedback, willingness of the person to receive the feedback, etc.):

What did you do and/or what did the person receiving the feedback do to contribute to the meaningful experience (e.g., you both listened actively, confirmed understanding, clarified purpose, took time to have a conversation, etc.)?

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Experience 2—Describe a situation where the feedback you gave was impactful (e.g., circumstances, timing of the feedback relative to the event that caused you to give feedback, willingness of the person to receive the feedback, etc.):

What did you do and/or what did the person receiving the feedback do to contribute to the meaningful experience (e.g., you both listened actively, confirmed understanding, clarified purpose, took time to have a conversation, etc.)?

Negative Experiences Giving Feedback

Experience 1—Describe a situation where the feedback you gave was not impactful (e.g., circumstances, poor timing of the feedback relative to the event that caused you to give feedback, willingness of the person to receive the feedback, etc.):

What did you do and/or what did the person receiving the feedback do to contribute to the experience (e.g., lack of listening because focus was on responding, did not explore to clarify understanding, the receiver was preoccupied, etc.)?

Experience 2—Describe a situation where the feedback you gave was not impactful (e.g., circumstances, poor timing of the feedback relative to the event that caused you to give feedback, willingness of the person to receive the feedback, etc.):

What did you do and/or what did the person receiving the feedback do to contribute to the experience (e.g., lack of listening because focus was on responding, did not explore to clarify understanding, the receiver was preoccupied, etc.)?

INITIAL FOCUS AREAS: GIVING FEEDBACK

Focus area 1—Describe a behavior that would improve how you provide impactful feedback (e.g., when giving feedback, give specific examples and ask questions to ensure the person understands the feedback. Then confirm the feedback is understood):

Focus area 2—Describe a behavior that would improve how you provide impactful feedback:

FINAL FOCUS AREAS: GIVING FEEDBACK

Focus area 1—Describe a behavior that would improve how you give feedback: (e.g., when people request feedback from me, ask them their opinion of the subject of the feedback prior to giving feedback. This ensures understanding the type of feedback they are requesting):

Focus area 2—Describe a behavior that would improve how you give feedback:

FINAL FOCUS AREAS FOR CHAPTER 5

Highest-priority focus area 1:

Highest-priority focus area 2:

Highest-priority focus area 3:

CHAPTER 6

EVERY RELATIONSHIP HAS VALUE

Positive Relationship Experiences

Relationship 1—Describe the relationship (e.g., family member, colleague at work) and the characteristics, including the needs satisfied, that make it a meaningful relationship for you:

What do you do to contribute to the positive nature of this relationship?

Relationship 2—Describe the relationship (e.g., family member, colleague at work) and the characteristics, including the needs satisfied, that make it a meaningful relationship for you:

What do you do to contribute to the positive nature of this relationship?

Negative Relationship Experiences

Relationship 1—Describe the relationship (e.g., family member, colleague at work) and the characteristics, including unmet needs, that make it dissatisfying/not impactful:

What have you done, or are doing now, that is contributing to the status of this relationship?

Relationship 2—Describe the relationship (e.g., family member, colleague at work) and the characteristics, including unmet needs, that make it dissatisfying/not impactful:

What have you done, or are doing now, that is contributing to the status of this relationship?

FOCUS AREAS FOR CHAPTER 6

Focus area 1—Describe a behavior that would improve your relationships with others (e.g., demonstrate respect for the opinions of others when working to solve problems):

Focus area 2—Describe a behavior that would improve your relationships with others:

Targeted Relationships for Improvement

Relationship 1: _____

Needs I have: _____

Needs they have: _____

Relationship 2: _____

Needs I have: _____

Needs they have: _____

Relationship 3: _____

Needs I have: _____

Needs they have: _____

Relationship Building Strategies

Relationship 1: _____

Connections: _____

Relationship-building activities: _____

Time needed (estimate hours per week, month, or other measure of
time): _____

Relationship 2: _____

Connections: _____

Relationship-building activities: _____

Time needed (estimate hours per week, month, or other measure of
time): _____

Relationship 3: _____

Connections: _____

Relationship-building activities: _____

Time needed (estimate hours per week, month, or other measure of
time): _____

CONSEQUENTIAL COMMUNICATION

Assessing Two Consequential Communications

- If the conversation goes well, list desired outcomes from each person attending the meeting:
 - Yourself: _____
 - Participant 1: _____
 - Participant 2: _____
- If the conversation does not go well, list the consequences from the participants' perspectives:
 - Yourself: _____
 - Participant 1: _____
 - Participant 2: _____

FOCUS AREAS FOR CHAPTER 7

Focus area 1—Describe a behavior that would improve consequential communication (e.g., in planning for a conversation with my supervisor about progress on deliverables, gather metrics to define progress and areas for improvement):

Focus area 2—Describe a behavior that would improve consequential communication:

MINING DISAGREEMENTS FOR VALUE

Disagreeing Well: Good Outcome

Experience 1—Describe the disagreement, whom it involved (family member, client, colleague at work, etc.), and the outcome that was satisfactory/beneficial:

What did you do to contribute to the meaningful outcome?

Experience 2—Describe the disagreement, whom it involved (family member, client, colleague at work, etc.), and the outcome that was satisfactory/beneficial:

What did you do to contribute to the meaningful outcome?

Disagreeing Well: Poor Outcome

Experience 1—Describe the disagreement, whom it involved (family member, client, colleague at work, etc.), and the outcome, or lack of the desired outcome (e.g., the benefit that was not achieved):

What did you do, or not do, that contributed to the experience?

Experience 2—Describe the disagreement, whom it involved (family member, client, colleague at work, etc.), and the outcome, or lack of the desired outcome (e.g., the benefit that was not achieved):

What did you do, or not do, that contributed to the experience?

INITIAL FOCUS AREAS FOR CHAPTER 8

Focus area 1—Describe a behavior that would improve your ability to disagree well and mine value from disagreements (e.g., recognize that I often feel I have to win when I disagree with someone):

Focus area 2—Describe a behavior that would improve your ability to disagree well and mine value from disagreements:

FINAL FOCUS AREAS FOR CHAPTER 8

Focus area 1—Describe a behavior that would improve your ability to disagree well and mine value from disagreements (e.g., when I listen to understand, it doesn't mean I agree with another's position):

Focus area 2—Describe a behavior that would improve your ability to disagree well and mine value from disagreements:

PRESENTING IS LEADING

Analyzing Two Presentations

1. What was the purpose of the presentation?
 - Presentation 1: _____
 - Presentation 2: _____
2. Was the presentation effective? Did it make you think, act, or feel differently?
 - Presentation 1: _____
 - Presentation 2: _____
3. Did the speaker keep you engaged? How?
 - Presentation 1: _____
 - Presentation 2: _____
4. What did the speaker do well?
 - Presentation 1: _____
 - Presentation 2: _____
5. What could the speaker have done to improve the presentation?
 - Presentation 1: _____
 - Presentation 2: _____

FOCUS AREAS FOR CHAPTER 9

Focus area 1—Describe a behavior to help you improve your presentation skills (e.g., I want to invest more time on my critical presentation up front to define the message and ensure everything in my presentation supports that message):

Focus area 2—Describe a behavior to help you improve your presentation skills:

YOUR FINAL HIGH-PRIORITY FOCUS AREAS TO IMPROVE YOUR COMMUNICATION SKILLS

Communication high-priority focus area 1—

Communication high-priority focus area 2—

Communication high-priority focus area 3—

CHAPTER 10

LEAD TO SUCCEED

Impactful Leadership Experiences

Experience 1—Describe an experience with a leader that was impactful for you (e.g., you would follow them, commit to their vision, listen to them, they inspired you):

Experience 2—Describe an experience with a leader that was impactful for you (e.g., you would follow them, commit to their vision, listen to them, they inspired you):

Negative Leadership Experiences

Experience 1—Describe an experience with a leader that was not impactful for you:

Experience 2—Describe an experience with a leader that was not impactful for you:

Initial Focus Areas for Improving Leadership Skills (Pre-assessment)

Focus area 1—Describe a behavior that would improve your leadership skills (e.g., ensure people understand our team’s mission and how they contribute):

Focus area 2—Describe a behavior that would improve your leadership skills:

Focus area 3—Describe a behavior that would improve your leadership skills:

Scores from Your Leadership Assessment

Overall Score: _____

1. **Score above 90**—Excellent! You have excellent leadership skills!
2. **Score 65 to 89**—You have good leadership skills. You may sometimes have challenges when you are in a leadership role. Review your scores and focus your skill development in areas with lower scores.
3. **Score below 64**—There are significant opportunities for you to improve as a leader. Make note of the areas with the greatest opportunities for improvement and focus on those areas as you journey through this book.

Next, fill out your component scores from the assessment. A score below 15 is an indication of an area where improving your leadership behavior will enhance your leadership skills:

1. Trust: _____
2. Compassion: _____
3. Vision for the future: _____
4. Achieving results: _____
5. Stability/Security: _____

FOCUS AREAS FOR CHAPTER 10

Focus area 1—Describe a behavior that would improve your ability as a leader (e.g., when leading change, consider how it impacts people's lives as well as their jobs and performance of the organization):

Focus area 2—Describe a behavior that would improve your ability as a leader:

Focus area 3—Describe a behavior that would improve your ability as a leader:

CHAPTER 11

TEAM DYNAMICS

Ideas for Leading Icebreaker Sessions in the Forming Stage

Idea 1 (e.g., lead an icebreaker session to get to know team members in an informal setting. Ask each team member to provide a 2-to-3-minute introduction):

Idea 2:

Ideas for Establishing Team Ground Rules in the Storming Stage

Idea 1 (e.g., lead the team in a session to establish ground rules for conflict and conflict resolution):

Idea 2:

Ideas for Posting Team Successes in the Norming Stage

Idea 1 (e.g., look for opportunities to creatively post team successes, such as a written headline in a public space or posting on a shared social platform):

Idea 2:

FOCUS AREAS FOR CHAPTER 11

Focus area 1—Describe a behavior that would improve your ability to lead a team through the stages of team development (e.g., when forming a new team, proactively seek to understand each team member's motivations):

Focus area 2—Describe a behavior that would improve your ability to lead a team through the stages of team development:

Focus area 3—Describe a behavior that would improve your ability to lead a team through the stages of team development:

CHAPTER 12

COACHING FOR SUCCESS

FOCUS AREAS FOR CHAPTER 12

Focus area 1—Begin embracing the continuous coaching cycle for your team or an individual performer. Describe a behavior that can enhance your coaching skills (e.g., I can improve my coaching skills by providing honest but helpful feedback):

Focus area 2—Begin embracing the continuous coaching cycle for your team or an individual performer. Describe a behavior that can enhance your coaching skills (e.g., hold weekly retrospective meetings with my team to obtain feedback on communications and performance):

CHAPTER 13

GOOD TEAMS TO GREAT TEAMS

Trusting Leadership Behaviors

Now, list three to five things the leaders did (their behaviors) that led you to trust her/him (e.g., the leader respected me and was open to listening to my suggestions):

1. _____
2. _____
3. _____
4. _____
5. _____

FOCUS AREAS FOR CHAPTER 13

Focus area 1—Describe a behavior-based focus area that would assist you in developing high-performing teams (e.g., ensure that employees have a clear understanding of desired outcomes):

Focus area 2—Describe a behavior-based focus area that would assist you in developing high-performing teams:

Focus area 3—Describe a behavior-based focus area that would assist you in developing high-performing teams:

FINAL LEADERSHIP FOCUS AREAS

Leadership high-priority focus area 1—

Leadership high-priority focus area 2—

Leadership high-priority focus area 3—

CHAPTER 14

TRANSFORMATION: DEVELOP YOUR PLAN—MAKE IT HAPPEN

FINAL FOCUS AREAS FOR IMPROVEMENT

Highest priority focus area 1—(e.g., when asked for my opinion or recommendation, be more decisive and direct with my answer):

Highest priority focus area 2—

Highest priority focus area 3—

Highest-priority Focus Areas: Goals, Plans, and Metrics

1. List focus area:

- **Goal:**

- **Plans to achieve the goal:**

- **Performance metric (how you will measure progress):**

- **Sources of feedback, type of feedback requested (e.g., coaching and/or evaluation):**

2. List focus area:

- Goal:

- Plans to achieve the goal:

- Performance metric (how you will measure progress):

- Sources of feedback, type of feedback requested (e.g., coaching and/or evaluation):

3. List focus area:

- Goal:

- Plans to achieve the goal:

- Performance metric (how you will measure progress):

- Sources of feedback, type of feedback requested (e.g., coaching and/or evaluation):
