

**As we look ahead into the
next century, leaders will be
those who empower others.**

~ Bill Gates





About the Center for Creative Leadership

The Center for Creative Leadership (CCL®) is a top-ranked, global provider of executive education that accelerates strategy and business results by unlocking leadership potential of individuals and organizations. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients worldwide cultivate creative leadership - the capacity to achieve more than imagined by thinking and acting beyond boundaries - through an array of programs, products and other services. Ranked among the world's Top 10 providers of executive education by *Bloomberg Businessweek* and the *Financial Times*, CCL is headquartered in Greensboro, NC, with offices in Colorado Springs, CO; San Diego, CA; Brussels; Moscow; Singapore; New Delhi - NCR, India and Addis Ababa, Ethiopia. Its work is supported by more than 500 faculty members and staff.





LAP Program Framing:

Your role; our role; and what is this all about, anyway?

Leadership at the Peak (LAP) provides a relatively rare opportunity: the chance for you to step back from the daily routine and learn with (and from) other senior leaders who, like you, carry the highest levels of responsibility and influence in their organizations. CCL's faculty, executive coaches and staff are highly experienced with senior leaders; we intend to give you a powerful learning opportunity that will more than justify your investment of money, energy, and time in LAP. Program content and assessments are research-based but also emphasize practical application over abstract concepts. We want and expect you to keep asking the "So What?" questions: "How does this apply to me and my circumstances?", "What difference will this make?", "How will this make me a better leader and my organization more successful?"

LAP is not a fix-it class for executives with problems. As you look around the room, you'll see a collection of highly successful colleagues who are looking for the next idea, the next tool, and the next step to becoming even better leaders than they are now. In fact, we anticipate that

a great deal of your learning this week will come from your LAP classmates. Our prediction is that by Friday, you will say something like: “Thanks for the program CCL; I learned a lot by being here—and I probably learned as much or more from my colleagues as I did from any other part of the program.” With several hundred years of collective experience in the room, we should be disappointed if we don’t collectively figure a way to tap into that aggregate knowledge about leadership, of what works, what doesn’t and why.

So, here is a challenge for you right up front: you are here as a student (for yourself), and you are here as a teacher (for others). Good leaders are also good teachers, and you should be very generous this week in offering up what you know; and you can expect to receive in kind as good as you give. Virtually all LAP participants take that responsibility to heart; do that and the pay-off will be substantial. Not only will you have the chance to share from your experience, you will share real-time feedback with your colleagues: you will tell them how they’re coming across, for better or worse, and they’ll do the same for you.

We like to call LAP a “feedback-rich environment” and you’ll get a big dose of **feedback** this week. Indeed, feedback may be the key ingredient to becoming a better leader. Your 360 assessments from back home (**Executive Dimensions**[®] and **Campbell Leadership Index**[™]) will reveal how you are seen by work colleagues; your personality assessments (**MBTI**[®] and **FIRO-B**[®]) will describe your preferences, your “default” ways of thinking and behaving that are not inherently good or bad, but may have implications depending on the people and circumstances in which you lead. In various classroom activities and discussions, you will continue to explore the impact you have on others, and importantly, to assess the convergence and/or the gap between what you intend and how others see you. Checking and calibrating the alignment between your **intent** and **impact** is a core theme of the week.



As you explore your potential assets and liabilities as a leader (and every successful leader has both) we encourage you to be clear about your strengths. Good leadership is largely about maximizing existing strengths, rather than transforming weaknesses into surprising new strengths. At the same time, you need to mindfully and intentionally manage your weaknesses: sometimes by addressing them directly, and sometimes by compensating, adapting, and inviting others to support you in exactly those areas where you are not as strong. By the end of the week, you will have a much clearer awareness of and appreciation for your leadership potential and how to further develop your leadership in the future. You won't leave here with *all* the answers, but you'll leave with some answers and with some important ideas, skills and tools for gathering and creating solutions as you go.

CCL has been at this “leadership development” thing since 1970, and we don't have the prescription for successful leadership. Not only do you need to craft the leadership style and solutions that fit for you, you'll actually need to have multiple possibilities and multiple tools in your leadership tool box. As people and circumstances change, so must your ability to adapt and flex with those differences. Our role is not to give you specific prescriptions or the answers. We will challenge you; we will support you; we will share openly what we do know, based on experience with other leaders; and we will do whatever we can to make this a “learningful experience” for you.

Take a few moments and consider these questions:

- **What am I doing that's working? Not working?**
- **What's next for me professionally? Personally?**
- **Do I have what it takes to get to that next level?**
- **Do I want to do what it takes?**

Leadership at the Peak Agenda

Monday

Understanding Yourself as a Leader

- Physiological assessment of health and fitness
- Simulated executive presence interview
- Introduction to Situation-Behavior-Impact (SBI)
- **Executive Dimensions®**
- Fitness at CCL
- Executive presence feedback session
- Dinner at CCL

Tuesday

Leading Others

- Fitness hike
- **Myers-Briggs Type Indicator® (MBTI®)**
- **Campbell Leadership Index™ (CLI™)**
- Leadership Coaching
- Fitness at CCL

Wednesday

Sustaining Your Leadership

- Fitness hike
- Fitness for Leadership
- **Fundamental Interpersonal Relations Orientation-Behavior® (FIRO-B®)**
- Peak Challenge outdoor team problem-solving activity

Thursday

Integrating Your Leadership

- Fitness hike
- Personal fitness consultation
- One-to-one session with certified CCL Executive Coach
- Peer feedback

Friday

Creating a Leadership Legacy

- Leveraging development to address organizational challenges
- Goal setting and action planning for future development

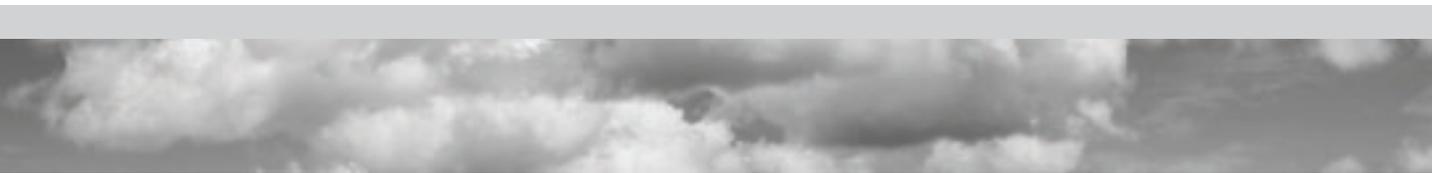
**“The unexamined life is not worth living
and the unlived life is not worth examining. ”**

~ Socrates

Classical Greek Athenian philosopher, c. 469 BC - 399 BC



Leadership at **the Peak**



Current State

Please give some thought to the following questions:

- My current challenges:
 - At work...

 - At home...

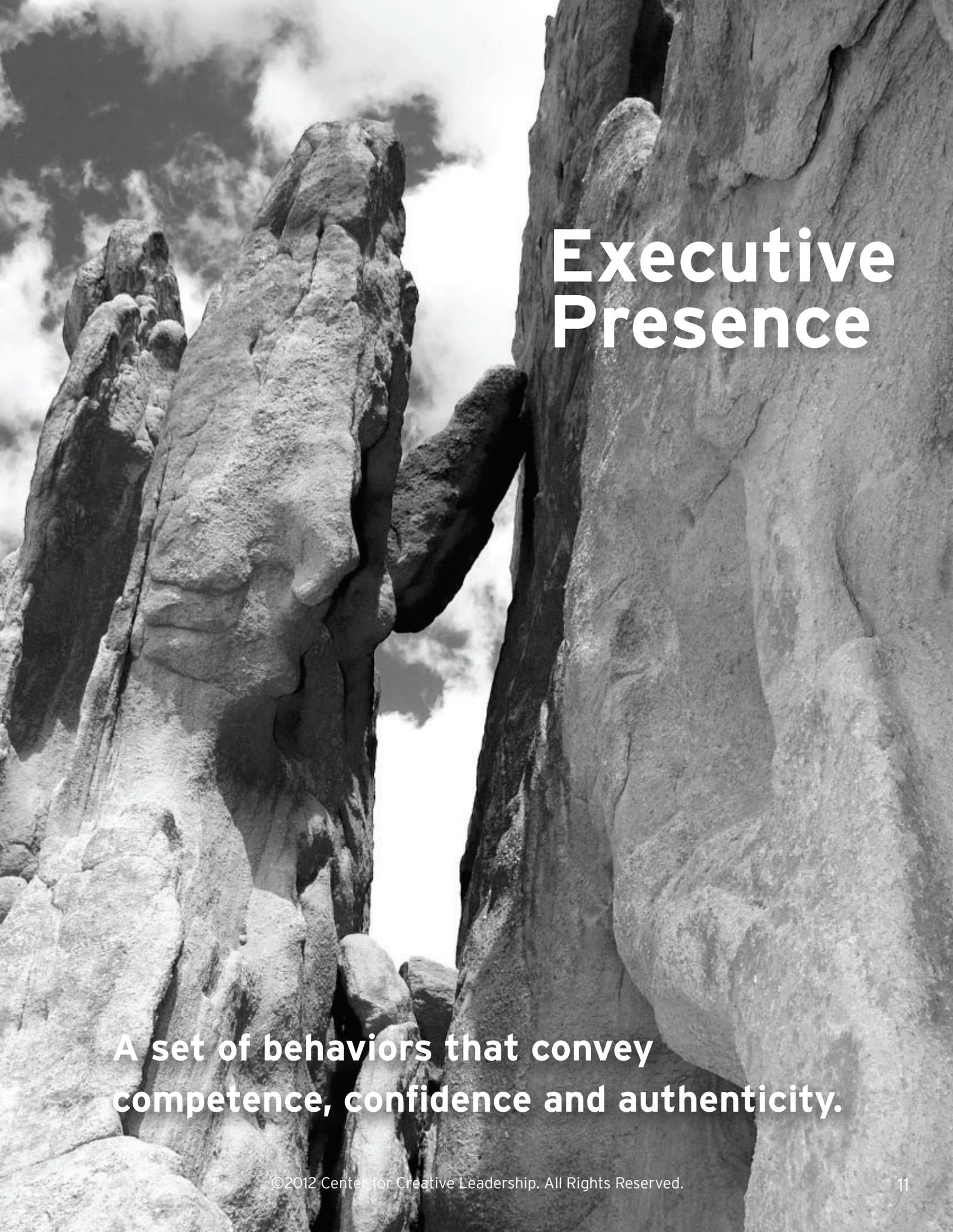
- At the end of this week I would like...

- What might keep me from being focused this week?

Reflection

Understanding Yourself as a Leader





Executive Presence

A set of behaviors that convey competence, confidence and authenticity.



What is it?

Your image, or executive presence, is the concept that others form about you as a result of the impressions you make on them. Your effectiveness as a leader is tied to your image. Your ability to project a leadership image in the eyes of employees, customers, other important constituencies, and the general public is closely related to your ability to do your job well. Your image, then, can be either an asset or a liability as you engage in the tasks and roles of leadership.

Why is it important?

Why do people follow your leadership? Why should they listen to you? As a senior level executive you are responsible for setting the tone and embodying the mission, values and vision of the organization. You are the face of the organization. Executives must project an image that conveys confidence and authenticity. Executives must be positive while simultaneously being honest. Bosses, peers and direct reports form perceptions of you, your leadership effectiveness and your organizational culture based on how well you articulate your vision. Seventy-five percent of 146 chief executives believe that developing and communicating a strong and compelling vision is the most important factor for effective leadership. How is your executive image enabling or hindering you as you address your key organizational challenges?

How to do it?

The first step in refining your executive presence is to **gain awareness** of your current executive presence and its limits. To achieve your desired leadership image, consider techniques to help you address content, as well as verbal and nonverbal behaviors including the following:

Tell stories. When leaders readily give interesting examples through their stories, they are engaging and more interesting. They respond to and influence the organizational culture when they tell stories about what happened, how a problem was solved, or someone who did something notable.

Master your message. Clarity of thought and message is key. Be intentional about what you want to say. Every question and conversation is an opportunity to share key ideas, vision and values. Executives want to be seen as knowledgeable, confident, passionate, sincere and credible. Clarity of message should also be a priority.

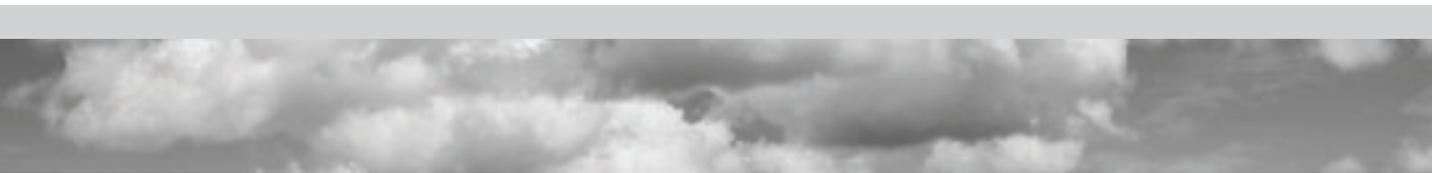
Use vocal variety. People listen more attentively to a pleasant and appropriate speech pattern. Pay attention to your intonation, speed, diction, pacing and volume.

Focus on “we.” Leaders who use inclusive language inspire and draw on shared effort and interests.

Set a challenge. Leaders need to show that they understand the context - including challenges. Use those challenges to motivate others and show confidence in the outcome. Be optimistic.

Show confidence. Effective leaders use body language that shows they are relaxed and comfortable in their roles.

Smile. Leaders with authentic images appear friendly, engaging and interesting. You'll appear genuine if you tap into your personal warmth and smile.



Executive Presence

What did I learn?

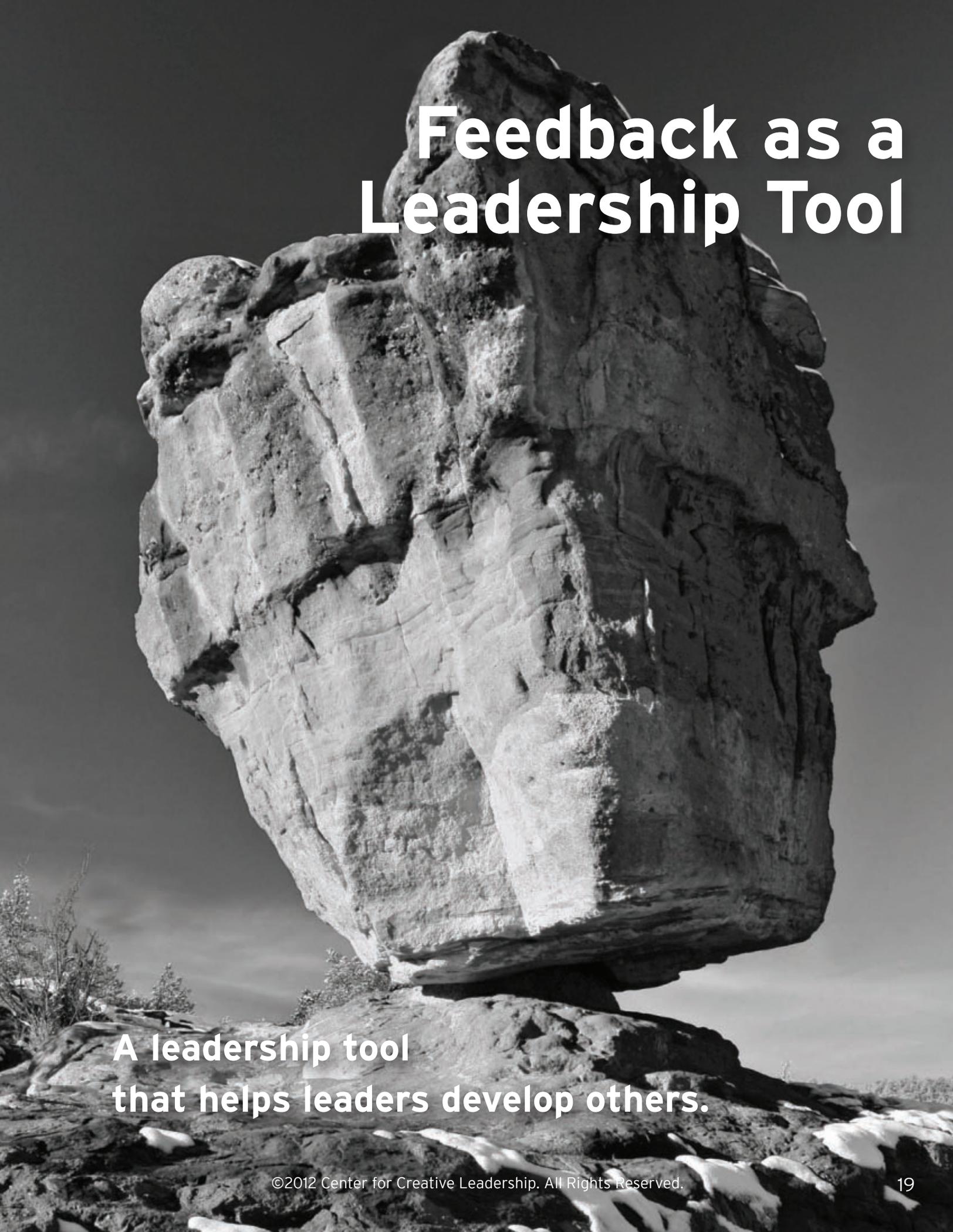
What is still challenging me?

How does the feedback I heard in Executive Presence link to my Executive Dimensions?

Reflection

Notes

Notes



Feedback as a Leadership Tool

**A leadership tool
that helps leaders develop others.**

Feedback as a Leadership Tool



What is it?

SBI stands for Situation, Behavior and Impact. It is a feedback process used to assist people in linking together what they did and said and the effect or impact on others. Embedded in the SBI process are the three critical micro skills of 1) discernment, paying attention, 2) the ability to make good behavioral observations and 3) precise, well-articulated delivery. It is a learning process that, when used appropriately, can increase the likelihood that the person will learn and develop as a result of receiving this feedback. SBI increases the chances that over time, a person's intentions will more likely align with their impact (the intended outcome).

Why is it important?

People develop self-awareness when given the opportunity to both receive and deliver feedback that increases knowledge of behavioral impact on others. Leaders need to be able to reflect both positive and negative impacts for the people they need to develop. Therefore, leaders and managers need to become more astute observers of human behavior and the results or impact of this behavior, both on that leader and on other co-workers. It is by delivering this feedback in a specific and timely way (almost as if playing back a movie to that person), without judgment or interpretation, that allows for a safe learning environment.

How to do it?

What's your response when someone says, "I'd like to give you some feedback?" Generally, we anticipate something negative. We want to deliver feedback in a way that will allow others to change their behavior in response to feedback to help others (and ourselves) better align our intentions with the impact we have on others and build positive, productive relationships.

The ideal ratio of positive to corrective feedback is 4 to 1 (over time, not in every conversation). When we practice four positive comments to one corrective comment, people experience us as delivering 50/50 feedback. When we positively recognize the contribution of others (boss, peers, direct reports, family), we make a deposit in the emotional bank account of that relationship. Therefore, when we need to deliver corrective or tough feedback or make a withdrawal, it is done within the context of a larger, trusting relationship and increases the likelihood that the recipient will perceive us as being fair.

The SBI model:

Situation: Grounds the person in time and place

Behavior: Here is what YOU did and said (like rewinding and playing back a movie)

Impact: I felt (or thought) _____ as a result

When practicing SBI feedback, include three crucial pieces of information:

Situation. Describe the situation where the observed behavior occurred. The more specific you can be about where and when it occurred, the better.

Behavior. Help the individual understand exactly the behavior you're talking about. Think of playing back a videotape, using words rather than pictures to describe what you saw. Do not talk about what you believe or assume the other person was thinking, or what his or her motivation was for the behavior.

Avoid judgments here, such as, "You weren't listening to me." Instead, simply describe the person's behavior, "When I was talking, you pushed your chair away from the table and gazed out the window."

Impact. Share with the individual the impact of the behavior on you and/or on others who were present. Impact is what you or others experienced; you're now making that internal experience known to the individual. Avoid statements about the other person like "I felt **you**..." and instead focus on your reaction by saying, "I was frustrated/puzzled/appreciative... ."



Tips and Expectations

You have the opportunity to observe and note many behaviors throughout the day. Pay attention to collecting SBI's on the people you will be observing. Capture at least 3-4 SBI's per person and try to have at least one be a "developmental" piece of feedback, one that impacted you more negatively. This will help the person understand what they do that is effective and what they might do in order to be even more effective.

The hardest thing to do is not to judge or interpret behavior. If you say, "I felt that you..." then you are likely going to follow it with a judgment about the other person. Also, don't say, "You made me feel....." Instead, say, "I felt....." and own the reaction that occurs within you.

Here are some examples:

"Chris, at the end of the team meeting this morning [situation], you gave a summary of the key action steps we had discussed [behavior]. I was really glad you did that [impact on me], and it seemed to bring a good sense of closure to the meeting [impact on others]." (Instead of, "Chris, you were really effective in the team meeting today – thanks!")

"Pat, during our conference call yesterday afternoon [situation], I noticed that you interrupted others and me on several occasions [behavior]. I felt frustrated at times [impact on me], and I sensed that others were irritated by it as well [impact on others]." (Instead of, "Pat, you were really rude yesterday.")

Situation-Behavior-Impact Observation Form (Sample)

Person Observed: Chris Sample

	Situation	Behavior	Impact	
	Anchor Time or Place	Observable Action	What I felt and/or thought	My perception of the impact on others, the task, the work environment
Observation 1	<i>Leadership Coaching Module in the role-play debrief.</i>	<i>Helped the group by soliciting ideas from everyone and not from just the vocal members.</i>	<i>I felt appreciative that I was allowed to talk without interruption. Appreciated the way you guided the group.</i>	
Observation 2	<i>Video Review of the Executive Presence Interview.</i>	<i>Gave me some honest feedback about my body language.</i>	<i>At first, I felt embarrassed. Later, I believed that it took some courage to tell me and I was very appreciative.</i>	
Observation 3	<i>Wednesday morning when the group was planning dinner activities.</i>	<i>You interrupted the group with your restaurant suggestion.</i>	<i>Felt irritated that our prior planning was disregarded.</i>	<i>Noticed that the group ignored your interruption and finished their discussion.</i>

Situation-Behavior-Impact Observation Form

Person Observed: _____

(This form is for your use only - you will not turn it in.)

	Situation	Behavior	Impact	
	Anchor Time or Place	Observable Action	What I felt and/or thought	My perception of the impact on others, the task, the work environment
Observation 1				
Observation 2				
Observation 3				

Situation-Behavior-Impact Observation Form (continued)

	Situation	Behavior	Impact	
	Anchor Time or Place	Observable Action	What I felt and/or thought	My perception of the impact on others, the task, the work environment
Observation 4				
Observation 5				
Observation 6				

Situation-Behavior-Impact Observation Form

Person Observed: _____

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Situation-Behavior-Impact Observation Form (continued)

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Observation 4				
Observation 5				
Observation 6				

Situation-Behavior-Impact Observation Form

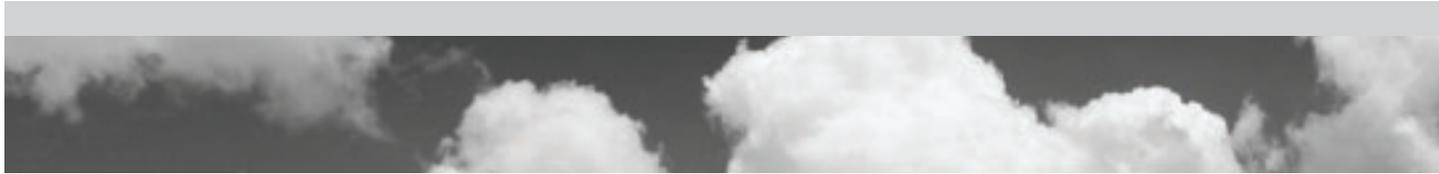
Person Observed: _____

(This form is for your use only - you will not turn it in.)

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Observation 1				
Observation 2				
Observation 3				

Situation-Behavior-Impact Observation Form (continued)

	Situation	Behavior	Impact	
	Anchor Time or Place	Observable Action	What I felt and/or thought	My perception of the impact on others, the task, the work environment
Observation 4				
Observation 5				
Observation 6				



Situation - Behavior - Impact

What did I learn?

What is still challenging me?

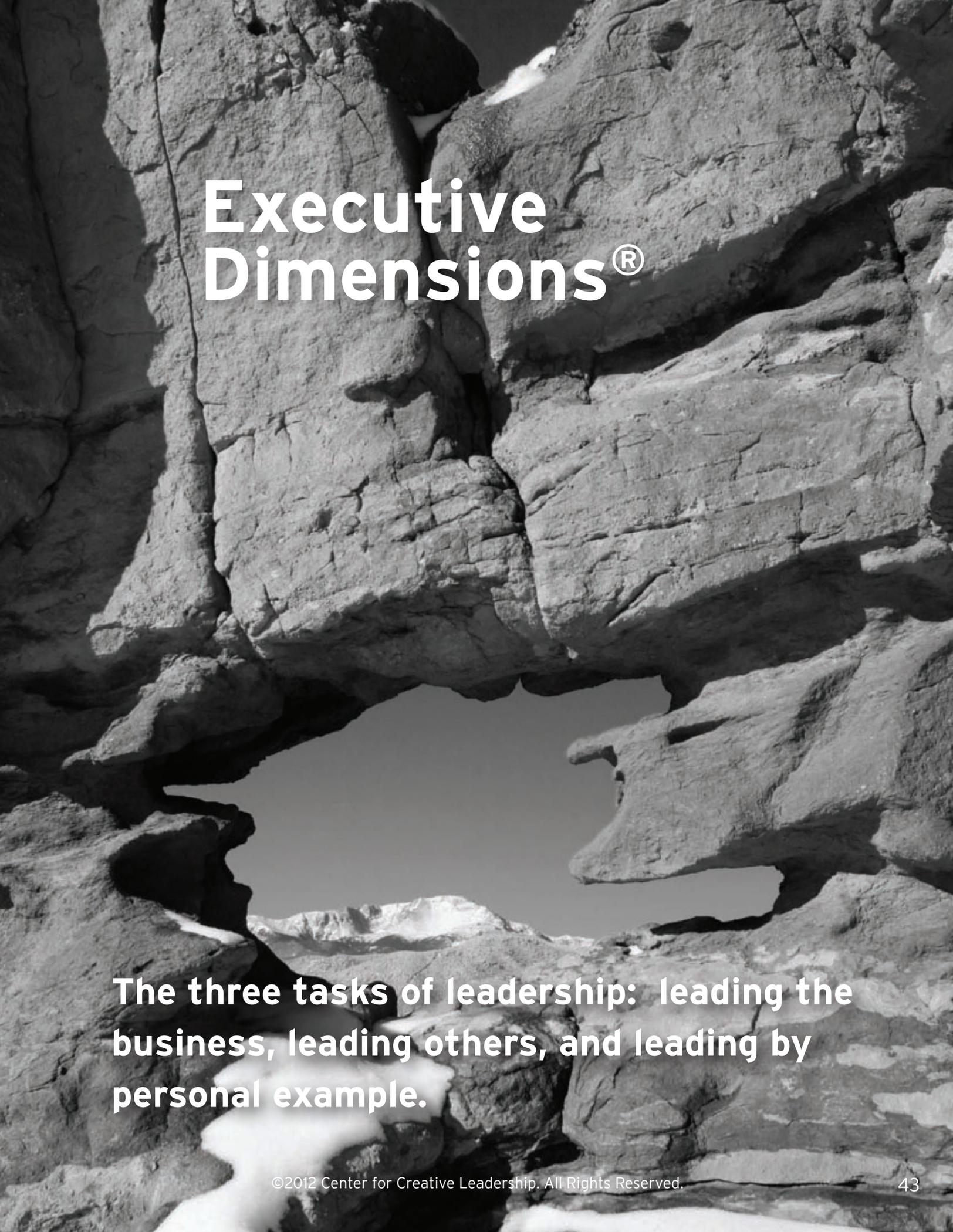
What do I need to do to give and receive feedback more effectively?

Which groups would benefit from my feedback?

Reflection

Notes

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Executive Dimensions®

The three tasks of leadership: leading the business, leading others, and leading by personal example.

Executive Dimensions®



What is it?

Executive Dimensions® is a 360-degree assessment for development tool designed by researchers at the Center for Creative Leadership. The assessment specifically targets the tasks of senior level leadership in three broad categories: leading the business, leading others and leading by personal example.

Executive Dimensions® is based on 16 competencies and 92 items. The 16 leadership competencies are further organized into three broad conceptual factors of Leading the Business, Leading Others and Leading by Personal Example:

Leading the Business Competencies	Leading Others Competencies	Leading by Personal Example Competencies
Sound judgment	Inspiring commitment	Courage
Strategic planning	Forging synergy	Executive image
Leading change	Developing and empowering	Learning from experience
Results orientation	Leveraging differences	Credibility
Global awareness	Communicating effectively	
Business perspective	Interpersonal savvy	

Why is it important?

Executive Dimensions[®] is the result of 15 years of research on senior leaders and organizations. This assessment builds on CCL's assessment for development philosophy: Leaders can improve when they receive concrete feedback on their performance and understand the rationale for changing behaviors. As the foundation for our research, we asked the question, "What is expected of leaders at the topmost levels in an organization?" Senior level leaders are expected to focus on the areas that contribute to organizational success, financial success and growth. Execution is about understanding the business, leading the people and yourself and leveraging all three. We know that leaders who are effective in these areas contribute to the long-term financial success of their organization. **Executive Dimensions**[®] provides a snapshot of how you're doing through the eyes of those who work with you.

How can I use it?

One of the first thoughts leaders may have when they see their **Executive Dimensions**[®] report is that there is a disconnect between what their raters said and what they believe. Rather than going down the path of asking who is right and who is wrong, it is important to understand that knowledge is power and you now have a clearer view of others' perceptions and how to address them.

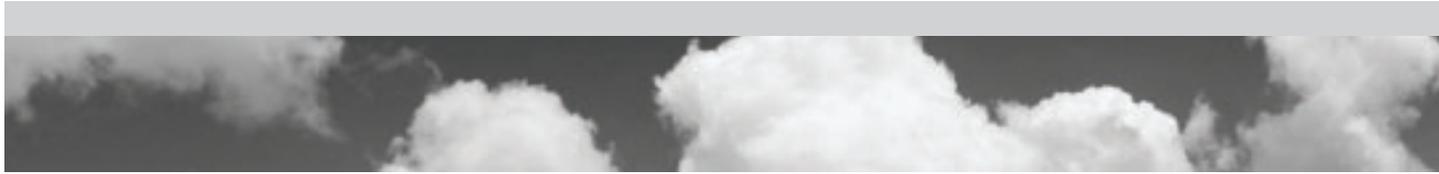
The learning guide provides a step-by-step action planning sequence, a cross-referenced index from each item on **Executive Dimensions**[®], and practical suggestions for development in the book *FYI for your improvement: A guide for development and coaching for learners, managers, mentors, and feedback givers* (5th ed.). This planning guide aids the participant in addressing three questions: what are my strengths; what are my developmental opportunities; and what are rater perceptions of my leadership?

Development Guide

What are my strengths?

What are my areas for development?

What are the perceptions of my rater groups?



Executive Dimensions®

What did I learn?

What is still challenging me?

How does my **Executive Dimensions®** report connect to my personal leadership challenge?

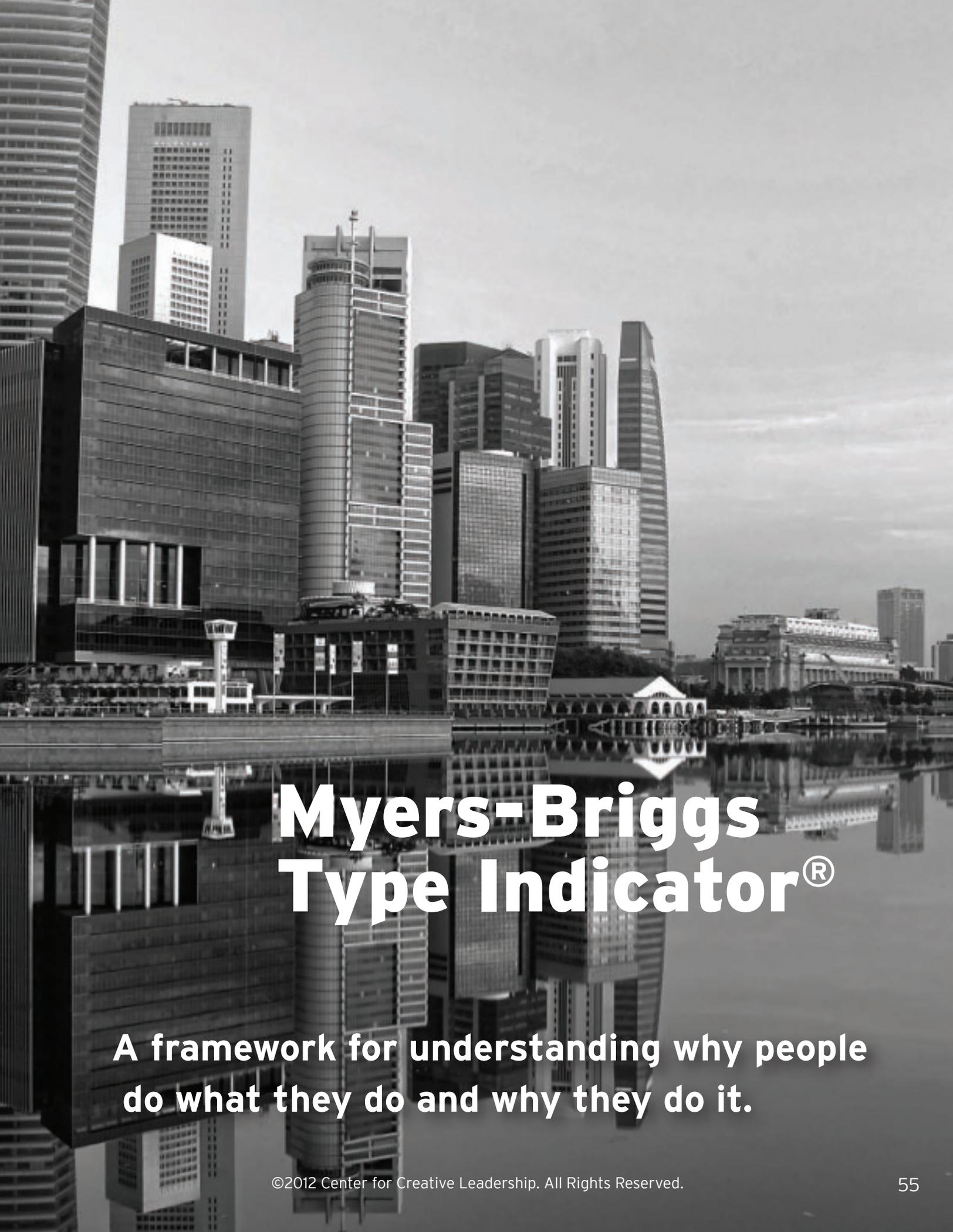
Reflection

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Leading Others





Myers-Briggs Type Indicator®

**A framework for understanding why people
do what they do and why they do it.**

Myers-Briggs Type Indicator®



What is it?

Why does personality matter in teams, workplaces and organizations? The **Myers-Briggs Type Indicator® (MBTI®)** gives you a framework for understanding why people do what they do and why they do it. **MBTI®** provides you with an understanding of the language that people use to make sense of the world and helps you:

- Understand yourself and your behavior
- Appreciate others so as to make constructive use of differences between self and others
- Provide a way of understanding differences in leadership/management style
- Coach individuals
- Leverage individuals' natural strengths

Taking **MBTI®** and receiving feedback will enhance your understanding of yourself, your motivations, your natural strengths and your potential areas for growth. Consequently, the **MBTI®** gives you tools to understand and enhance your leadership communication to increase your effectiveness.

Why is it important?

Dominic is a logical, analytical person who is making a presentation to the executive team. In the middle of the presentation, Dominic is interrupted by Meera who asks him, "What's the impact on the strategic direction of the organization and our international markets?" Dominic becomes flustered and loses his train of thought. He attempts an answer, finishes the presentation abruptly and wonders what happened. What happened to Dominic? A focused, task oriented Sensor has been asked a question by a big picture, global thinking Intuitior.

What's likely to happen is that your preferences, particularly in terms of the way you want to receive data and be influenced, may be distinctly different from the preferences of those you manage. Executives often report tension between the big picture and the details. Senior executives may be seen as not connected to the tactical and operational aspects of the organization, overly focused on the strategic, and may over rely on others for information. Are you open to be influenced by a detailed or analytically oriented approach versus the big picture?

How can I use it?

Read your type and your opposite type and gain an appreciation of that opposite type. What are the potential areas of conflict? How may you need to communicate and influence differently? We often have the most conflict or misunderstanding with people who are our exact opposite type. How will differences in type play out in team settings?

Talk about yourself and your preferences while learning about the perspectives and preferences of others which can increase understanding and strengthen relationships.

MBTI® can give you a common language to begin a conversation with your senior team. Personality preferences define where people get their energy, the type of information they process, the way they make decisions, and the way they structure their lives.



Dimensions

Four Preferences

E • Where do you focus your energy? • **I**

S • What kind of data do you prefer? • **N**

T • What drives your decisions? • **F**

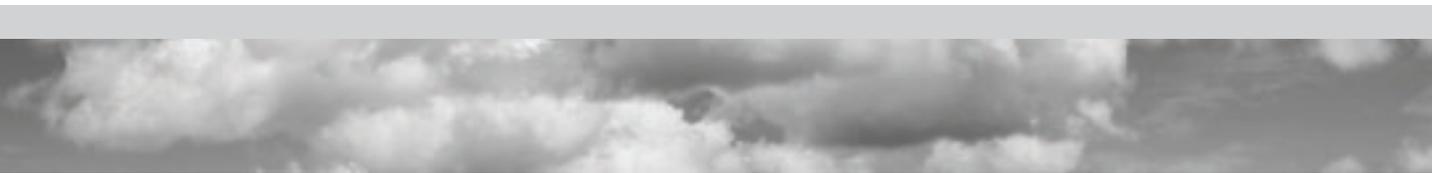
J • What is your day-to-day style? • **P**

Development Guide

What are my strengths?

What are my areas for development?

Based on the line-up/horseshoe, what do I need to pay attention to in order to increase my effectiveness with others?



Myers-Briggs Type Indicator®

What did I learn?

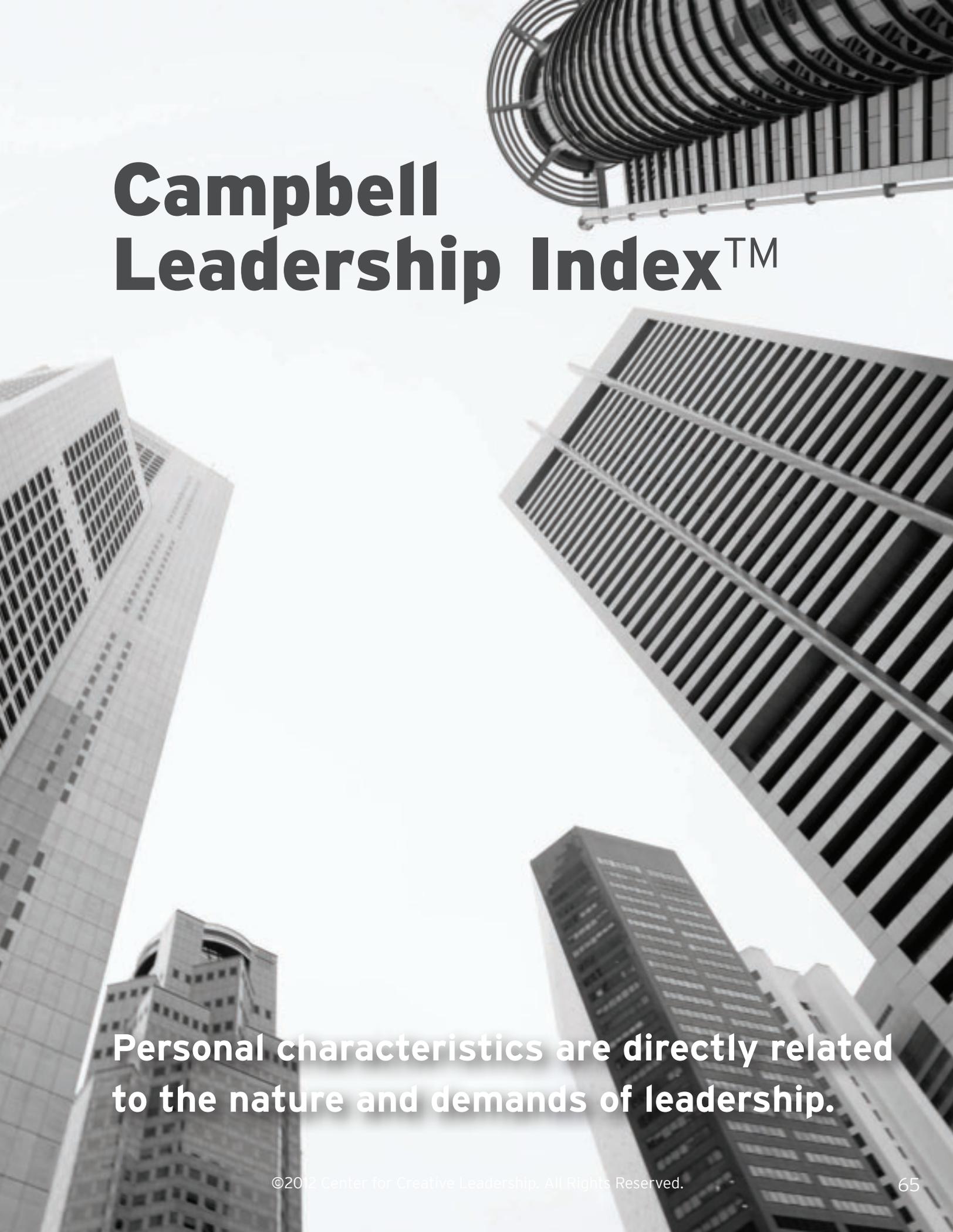
What is still challenging me?

How has my leadership style been reflected in my 360 assessment data?
My Executive Presence interview?

Reflection

Notes

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Campbell Leadership Index™

**Personal characteristics are directly related
to the nature and demands of leadership.**

Campbell Leadership Index™



What is it?

The **Campbell Leadership Index™ (CLI™)** is a 360 assessment developed by David Campbell, PhD., one of the world's leading assessment developers at the Center for Creative Leadership. This assessment is designed to assess personal characteristics that are related to the demands of leadership. It is adjective and characteristic focused, rather than competency based.

The **CLI™** provides feedback to an individual about personal characteristics that are directly related to the nature and demands of leadership. David Campbell's definition of leadership is focused on the perceptions of others related to a series of characteristics and behaviors. The survey quantifies the perceptions of the individual leader and selected observers, such as direct reports, peers and managers.

Why is it important?

While personal characteristics are not necessarily equivalent to leadership skills, they are certainly related. Your personal characteristics may determine how easily you can develop certain leadership skills and they tend to influence your behavior in times of stress.

The essence of leadership is your relationship with the people you want and need to influence. To give you insight into how you interact with others, Leadership at the Peak includes two 360-degree assessments: **Executive Dimensions**® and the **Campbell Leadership Index**™. **Executive Dimensions**® provides you with one view of yourself. The **CLI**™ provides you another view of yourself; both are accurate and together they give a more nuanced and three-dimensional view. For example, take a look at your results on the **Executive Dimensions**® competencies Executive Image, Credibility and Learning from Experience. Now look at the **CLI**™ scales Credible, Productive and Calm. What themes emerge?

How can I use it?

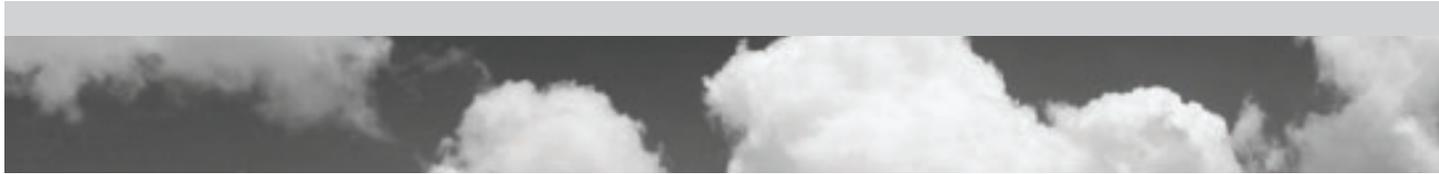
Experience shows that people are most effective if they focus their efforts on two or three key developmental areas over the next several months. Consider areas needing improvement and those in which you can further capitalize on your strengths. There is no simple, uniform method for picking the specific areas on which to take action. The areas that are right depend on you - your priorities, judgment and resources. The **CLI**™ development planning guide provides guidelines to help you choose your development goals.

Development Guide

What are my strengths?

What are my areas for development?

What are the perceptions of my rater groups?



Campbell Leadership Index™

What did I learn?

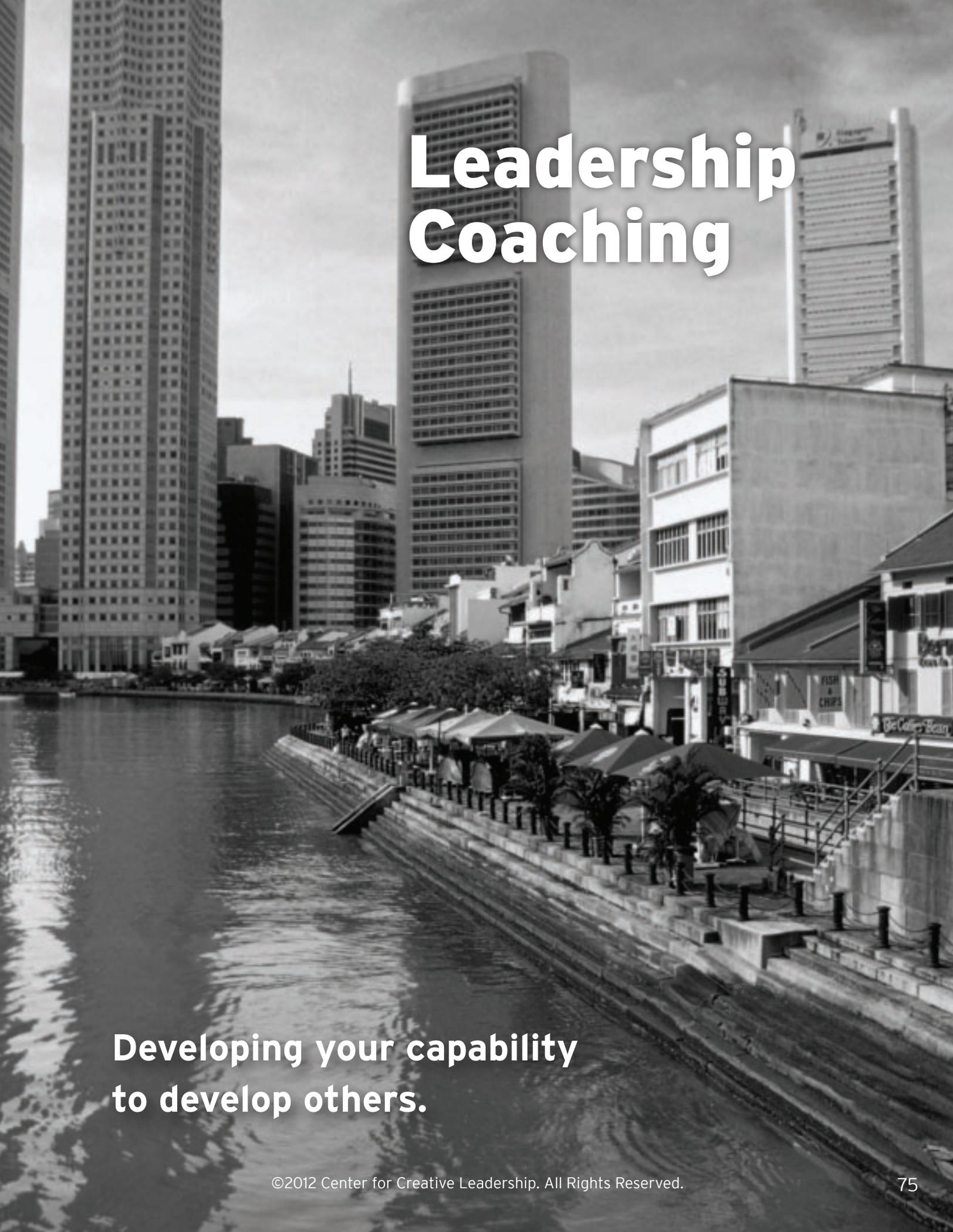
What is still challenging me?

What themes are emerging from my **Executive Dimensions®** and **Campbell Leadership Index™**? For example, what do I do well? Which rater groups do I need to pay more attention to?

Reflection

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Leadership Coaching

**Developing your capability
to develop others.**

Leadership Coaching



What is it?

Think about a time in your career when you were performing at your best. Now think about the leader who coached you during this time. What did they do that was helpful? What did that person say that helped you do the best job possible? Leaders often say that their coaches had confidence in their abilities, asked insightful questions, and helped them see the challenges from a new perspective. How much time do you spend developing people the way you were developed? Leadership coaching enhances your capacity to develop others.

Reflect on the following statements. Are they true or false?

1. Senior executives have the sole responsibility for solving the organization's problems.
2. The best way to develop people is to hire good people and let them do their job.
3. Coaching should not be reserved for individuals with performance issues.

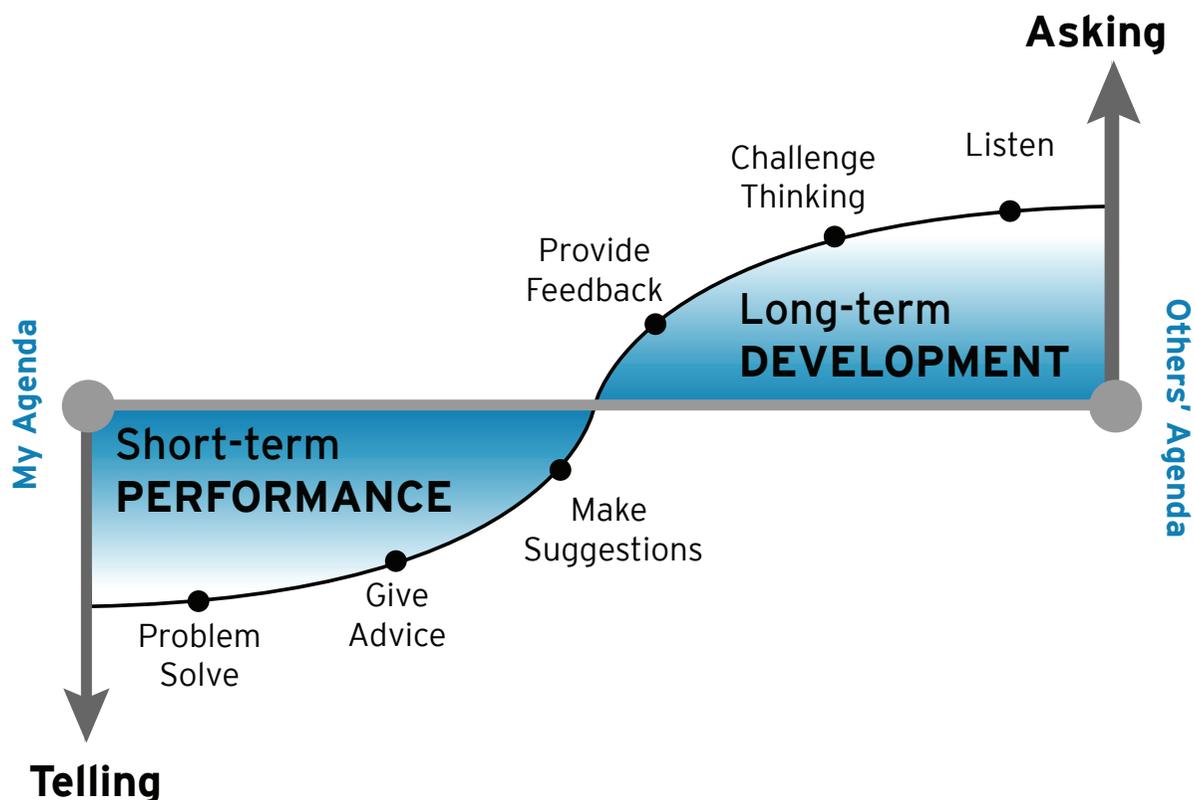
Why is it important?

Senior executives are responsible for getting the right people in the right jobs focused on the right tasks. Your job is to create the conditions that allow people to do their best work. Coaching allows you to understand people's skills and preferred work style, and connect that to challenges facing the organization.

Development of people requires the active involvement of senior executives. Coaching by senior executives focuses your people on direction (Where are we going?), alignment (How do we organize ourselves and our resources to get there?) and commitment (How do we get and maintain engagement from everyone?).

Coaching should not be reserved for individuals with performance issues. If we focus solely on performance issues we're reacting and not thinking strategically about the future of the organization and its leadership culture.

Employee engagement is a by-product of coaching. On a very practical level, satisfied employees tend to be more productive than unsatisfied employees. When an employee leaves a company in effect s/he is firing the boss. The cost of replacing employees is multiple times that of their salaries. The contract between employers and employees has morphed into "at will" and is likely to continue to evolve. In a flattened, connected, and empowered world



employees feel more freedom to do what they want to do - particularly those that are talented and driven - and will seek new opportunities when they are bored/dissatisfied. Organizations that understand this are able to hold on to their talent and get the results they want.

Each time you, the senior leader, are in a conversation with your direct reports, their direct reports, etc., you have the opportunity to tell and reinforce the story of your enterprise. Accomplishing this is less about telling what you know and more about asking what they know and what they need to know.

Coaching is a critical way to get these conversations going with employees, particularly those in the middle rather than just the high potentials and those with performance issues. Coaching covers a range of behaviors from directing to complete delegation. New tasks, jobs, and employees may need more direction. High potentials and experienced individuals/teams may need delegation. The visual on the previous page captures the range of coaching behaviors.

How can I use it?

The five practices below can help start a conversation with an employee.

1. Create an environment of trust, candor and transparency where people can talk openly about what they need.
2. Balance telling with asking open-ended questions. You should talk about 20% of the time and allow the other person to talk 80% of the time.
3. Pay attention to nonverbal signals. Is the other person engaged in the conversation? Remember that 70% of communication is nonverbal.
4. Pay attention to internal cues. Be mindful of your reactions and utilize them as a source of information.
5. Allow the coachee to solve the problem. The coachee needs to do the work. If you are exhausted at the end of a coaching session, you may have done too much of the work.



Leadership Coaching Conversations

You will participate in several coaching conversations where you will play three different roles (Coach, Coachee & Observer).

Role of Coach:

What coaching skills do you want to practice? For example, you were rated low on listening and want to improve. What do you want to get feedback on from your observers and coachee? What will this look like in behaviors? You will be expected to coach a peer through a real version of a coaching conversation.

Role of Observer:

You will be responsible for providing feedback on specific behavioral goals as requested by your peer in the role of coach. This will include other observations about what they did well and what they could do differently to be more effective.

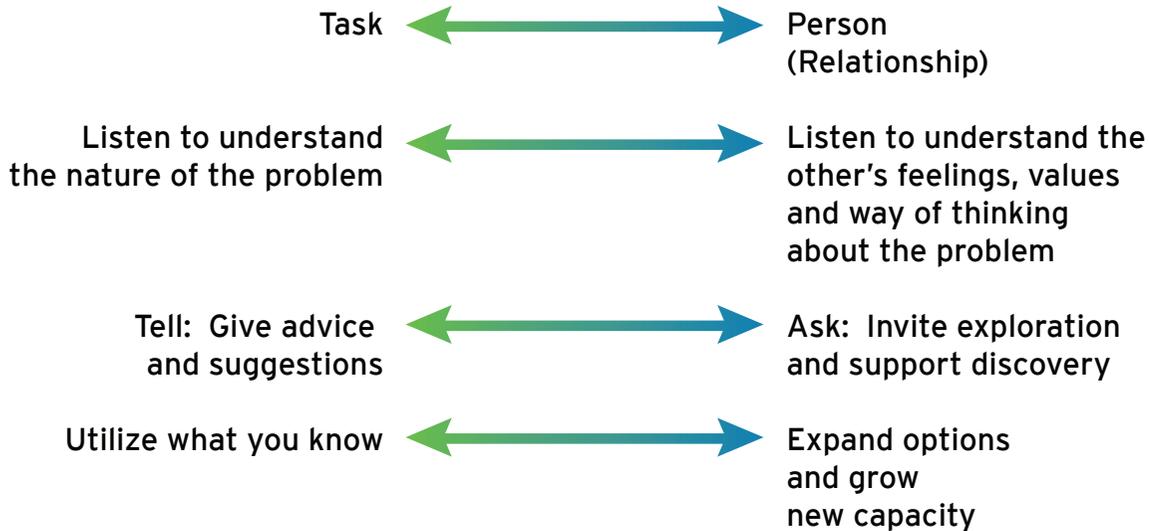
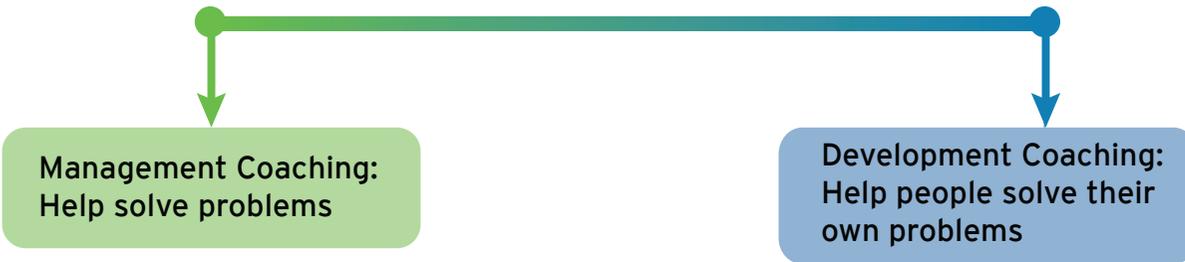
Role of Coachee:

You will be having a coaching conversation about your development. This conversation needs to be about something that is important to you and your development (not necessarily safe). While the focus of the debrief will be on the coach, we believe you will find value in talking about your real development needs identified this week.

A familiar and proven approach

Leadership Coaching

A different kind of conversation



Short-term: faster, immediate impact, relatively efficient

Long-term: repetitive and inefficient



Short-term: slower, requires patience, more time intensive

Long-term: increased productivity and less time intensive

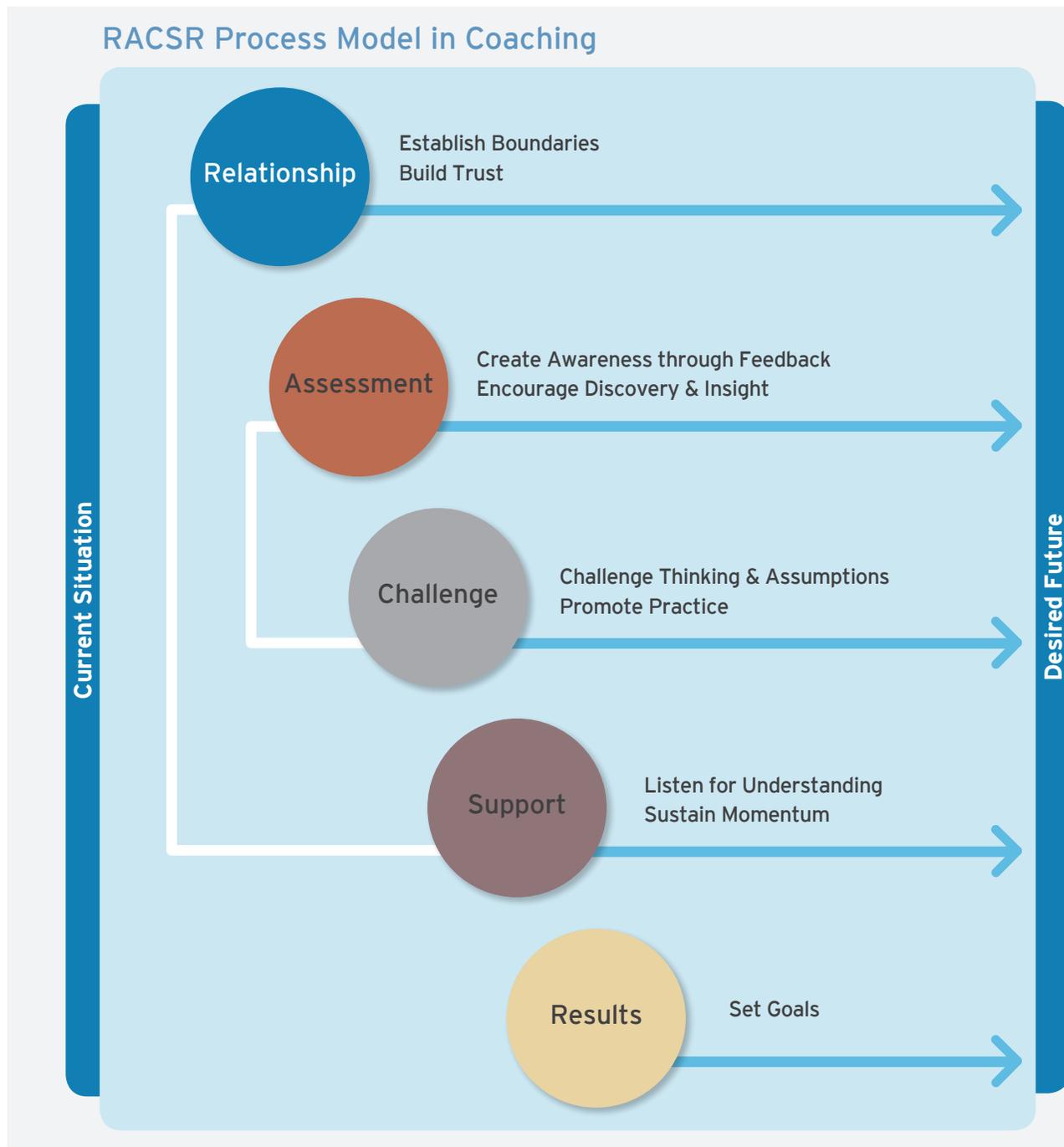
Coaching Do's and Don'ts

- Create the right environment
- Ask questions
- Pay attention to body language
- Listen to your internal cues
- Let coachee do the work

Leadership Coaching Summary

A tool to use back home based on your experience in leadership coaching conversations

You have just had an experience in which you've been able to coach a peer on one of their challenges that was enhanced by having observers who give you the benefit of their objective perspective. When you are back at home, you may find the tool below to be helpful. This tool provides an objective approach to structuring a coaching conversation that will increase your chances of getting the best results.



Build the Coaching Relationship

- Tell me a little more about yourself.
- What would you like to know about me?
- What do you like to do when you're not at work?
- Tell me about some of the challenges you're facing.
- What do you like best about your work?
- How will we know we've been successful?
- What will we work on together?
- How will we best work together?

- Clarify objectives and expectations.
- Explain your role as a coach.
- Discuss the coachee's role.
- Be patient.
- Show integrity and trustworthiness.
- Ask questions to get to know the coachee as a person.
- Recall and utilize information about the coachee during the coaching conversation.
- Have a conversation about what might interfere with the relationship.

Assess the Person and the Situation

- What seems to be working right now?
- What isn't working? Why?
- What feedback have you received from others recently?
- What do you see as your current strengths in this role?
- What are your opportunities for improvement?
- What are your career goals (short and long term)?
- What have you done to begin moving toward these goals?
- What gaps do you see in your current skills that may hold you back from achieving these career goals?
- Is that the impact that you intended to have?

- Provide feedback.
- Explore gap between current and desired performance.
- Find connections or patterns in feedback.
- Clarify strengths.
- Identify areas for improvement.
- Discover situations where impact is different from intent.
- Find clarity about which behaviors to change; note inconsistencies between words and actions.
- Establish simple scaling of current behaviors.

Challenge Thinking and Promote Practice

- Where have you seen something like this before?
- What are you currently doing (or not) that's getting in your way?
- What alternatives might you imagine?
- How could you look at the situation in a different way?
- How has this worked in the past and why is it not working now?
- Are there situations in which this is not the case?

- Explore unintended consequences of actions/inaction.
- Challenge coachee's thinking about situations.
- Ask open-ended questions that challenge deeply held convictions or mental models.
- Encourage the practice of new behaviors.
- Encourage reasonable risks.

ASK

DO

Challenge Thinking and Promote Practice (continued)

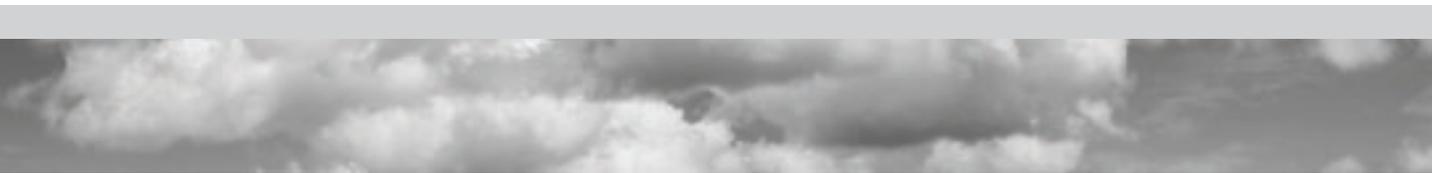
- | | |
|---|---|
| <ul style="list-style-type: none"> • How do you think others will view the situation? • What is the cost of not making a change? • What would happen if you did nothing right now? • You say you can't do that; what would it look like if you could? | <ul style="list-style-type: none"> • Vary the types of questions asked to facilitate new perspectives by tapping the coachee's senses, intuition, feelings and logical thinking. |
|---|---|

Support the Coachee

- | | |
|---|---|
| <ul style="list-style-type: none"> • How can I best support you? • Who else do we need to get involved? • What resources do you need and how will you get them? • Might I summarize what you just said to make sure I understand? • What might get in the way of your being successful? • It sounds like you were successful. How did that feel? • What's the first step to making that a reality? | <ul style="list-style-type: none"> • Listen for understanding. • Listen for ideas and suggestions. • Summarize what the coachee says. • Show genuine curiosity. • Stay open to coachee's perspectives. • Put distractions aside. • Encourage progress toward goals. • Use simple scaling system to measure progress along the way. • Assist in removing obstacles. • Recognize and celebrate progress toward goals. |
|---|---|

Facilitate Results

- | | |
|---|---|
| <ul style="list-style-type: none"> • What will you begin to do differently? Why? • What will that look like? • How will you know you've been successful? • What specifically will be different? • When should we begin to see a difference? • What progress have you made since our last meeting? • What impact would a change like this have on you, your team, and/or your organization? | <ul style="list-style-type: none"> • Identify goals. • Identify specific behaviors that will lead to achieving those goals. • Create a development plan. • Use scaling to measure movement. • Identify specific metrics to measure progress toward goals. • Establish specific milestones for goals. • Create accountability for the goals they have identified. |
|---|---|



Leadership Coaching Conversations

What did I learn?

What is still challenging me?

What do I need to work on to better empower and develop people back at work?

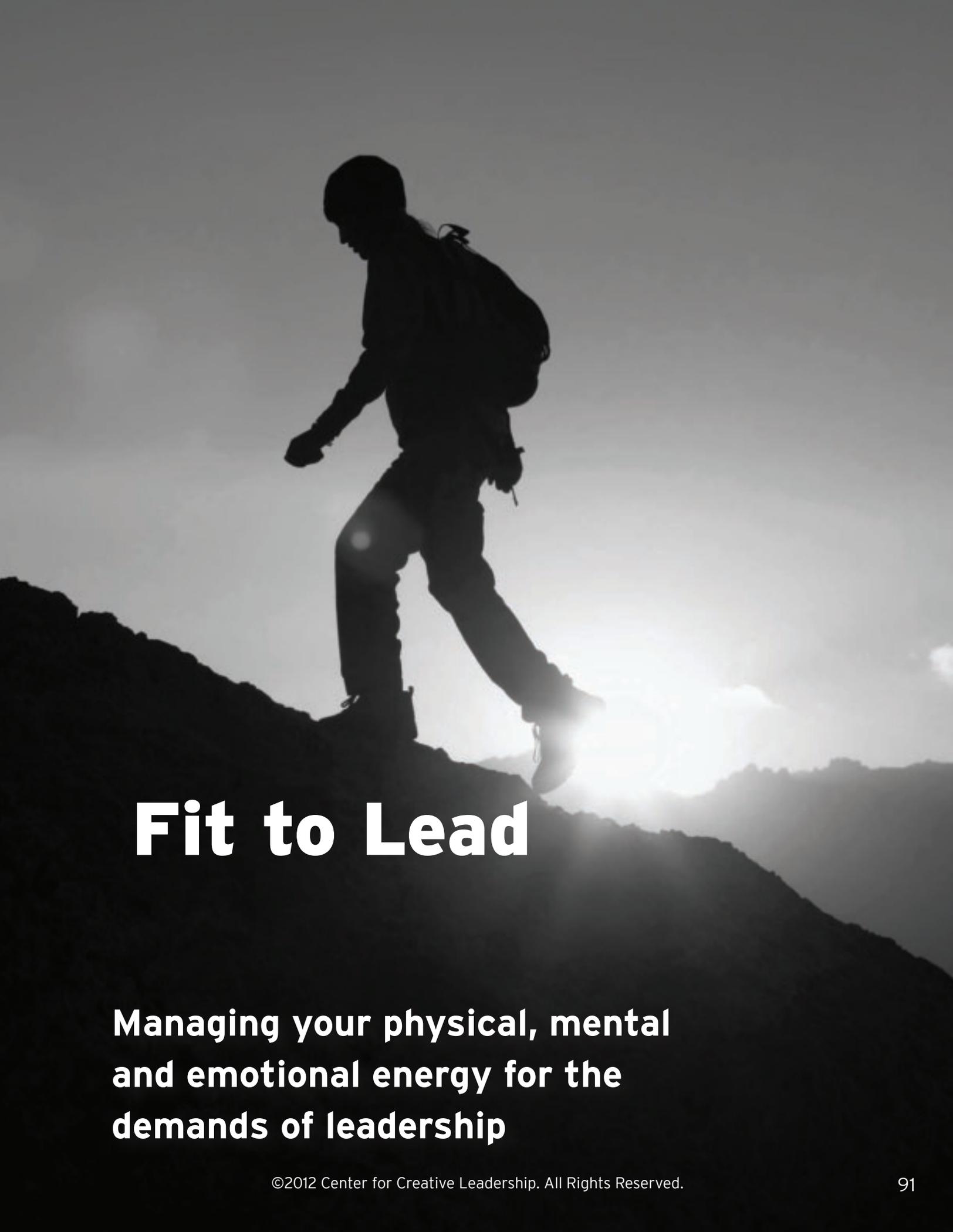
Reflection

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Sustaining Your Leadership





Fit to Lead

**Managing your physical, mental
and emotional energy for the
demands of leadership**

Fit to Lead



What is it?

The Fitness for Leadership module is designed to provide leaders with good and valid information regarding good exercise and eating practices to support health, energy and performance. It also allows leaders to enjoy the outdoors and experience other aspects of fitness (like yoga and Pilates) in a safe environment.

Why is it important?

Corporate culture does not support healthy eating, sleeping and exercise habits. Senior leaders often struggle to meet the demands of the job while trying to stay fit, yet staying fit and healthy serves to support leadership effectiveness over the long term. Research shows that the four pillars of healthy brain function are exercise, sleep, diet and stress management. These pillars are critical for optimizing cognitive function and long-term brain health. As one article put it,

“The rigors of leadership have prompted many leaders to think of themselves as being in training, much like a professional athlete: continually striving to

manage their energy and fortify their character. There is a growing recognition of the connection between physical health, emotional health, and judgment—and of how important it can be to have precise routines for diet, sleep, exercise, and staying centered.” (McKinsey Quarterly, *Leading in the 21st Century*).

Additionally, given the level of responsibility and the cost of good CEOs, do companies have a right to expect that their leaders be in good health? History has certainly shown that when senior leaders suffer from poor health, when they have heart attacks and cancer, if they are lacking in energy and their physical appearance suggests that they might not have the stamina to meet the demands of their office, this can create uncertainty and even has the potential to put the company’s stock in jeopardy.

How can I use it?

You will have an opportunity to do a one-on-one coaching session with a fitness professional to help you brainstorm about how to incorporate physical activity and a healthy eating plan into your schedule. You will also have a greater understanding of what your lipid profile means and understand how lifestyle factors impact these values. The good news is that many leaders do exercise regularly but there are ways to tweak and change your program to make that time more efficient. As an LAP graduate you will also receive a Fit to Lead newsletter on a quarterly basis.

The Executive Energy Crisis

“Your first and foremost job as a leader is to raise your own energy level; and then, to help raise and orchestrate the energies of those around you.”

~ Peter Drucker

Management consultant,
1909 - 2005

Many leaders, workers, and managers are in a state of energy crisis. Work demands are up, resources are diminishing. Change is occurring at a breathtaking pace and we are often at a loss as to how to keep up. The increasingly competitive nature of business, the pressures to succeed quickly, the fear of failing, late nights, constant traveling, and the increasing difficulty of balancing work with personal and family needs are just some of the things that drain us of energy.

Consider that the average participant in CCL's program for top-level executives works close to sixty hours a week and some travel for up to a third of the year or more. **But time is finite.** There are only so many hours in a day and thus our ability to increase our work capacity by increasing how much time we work is finite. The challenge now is to increase our capacity, to accomplish more in less time. But in order to do this we must take a counterintuitive approach. In order to maximize the limited time we have, to be fully focused, energized and engaged we need to learn to take the time to replenish and recover.

This is why fitness is such an integral component of the LAP experience. For leaders to be at their peak performance they need to have the physical energy to do so. As with our leadership assessments, your personal health evaluation becomes a tool to inform you of where you are and what you need to do sustain or improve your energy level in order to lead effectively.

I would rate my current energy as:

- Excellent: I have good energy all day
- Adequate: But not as good as I would like
- Mixed: Many days I feel like I am dragging
- Poor: I am at the end of my rope most days



Four Dimensions of Energy

In their book *The Power of Full Engagement*, Jim Loehr and Tony Schwartz talk about aligning and renewing four dimensions of energy: physical (having good health), mental (ability to maintain focus), emotional (how you feel) and spiritual (having a purpose that transcends self). No one of these is sufficient by itself—in order to fire on four cylinders we need to renew and have reserves for all four types of energy.

While all four types of energy are critically important, we will focus primarily on achieving better **physical** energy through exercise, diet and sleep.

Understanding Your Fitness Report

During your fitness consultation you will receive the results of your personal health evaluation as well as guidance on developing a fitness plan. You may find the following information helpful in understanding your report. More detailed information can be found at www.ccl.org/fittolead.

Total Cholesterol: Cholesterol is an important type of fat in the body. It is found in cell structures and is used in the production of certain hormones. Too much of a good thing, however can cause harm. In populations where the average cholesterol level is less than 150 mg/dL (3.9 mmol/L), heart disease is very rare. Over 95% of all Americans, Canadians and Europeans have cholesterol levels above 150. Most heart attacks occur in the 175-225 mg/dL

range. In the Framingham study, 35% of heart disease occurred in those with total cholesterol levels of 175-200. When levels are >150 (>3.9) you need to pay attention to LDL and HDL levels.

LDL Cholesterol: The higher your LDL the higher your risk for heart disease. Thus the lower your LDL the better. Lowering LDL to around 70 has shown a reversal of disease in most patients, while levels of 80-110 did not. In fact, patients who only lowered their LDL to 100 showed a worsening of plaque. In other studies, when LDL moved from levels of 95-100 down to 60-65 range, there was a further 25% reduction in heart disease incidence. When LDL levels are this low, blood vessel inflammation and vessel function have been shown to improve, thus ideally LDL levels should be below 70 mg/dL (2.3 mmol/L). LDL is primarily affected by diet but may also go down in response to reduced caloric intake (such as when people go on a diet). Increasing intakes of soluble fiber (found in beans, fruit, vegetables and some whole grains), and phytosterols (found in nuts and seeds), will also help to lower LDL. Elevated LDL is the primary causal factor for arterial disease.

HDL Cholesterol: The more HDL you have the better, although if your LDL is low you don't need to worry about HDL. HDL is involved in the reverse transport process, where cholesterol is transported back to the liver, thereby facilitating regression of the fatty portion of the plaque. It may also play a role by reducing inflammation; it can transport antioxidant enzymes able to break down oxidized lipids. Recommendations are to have HDL exceed 40 mg/dL (1.0) for men and >50 (>1.3) for women (although if your LDL is below 70, then having an HDL >20 is good.). HDL is divided into total cholesterol (Tot chol/HDL) which is the [Risk Ratio](#). Ideally this ratio should be <3 .

Blood Pressure: Blood pressure is a measure of the pressure exerted on the arteries when the heart is ejecting and filling with blood. It is expressed as two numbers, the systolic blood pressure (SBP) and the diastolic blood pressure (DBP). The SBP is when the heart is ejecting blood and the blood is forced through the arteries, thus it is the higher of the two numbers. The DBP is the pressure when the ventricles of the heart are relaxing and filling with blood, and is the lower number. There has been some debate as to which of the two numbers is more diagnostic for hypertension. Recent evidence suggests that SBP may be a more important indicator of high blood pressure in middle-aged and older adults.



A substantial body of evidence has shown that a high SPB even with a low diastolic blood pressure (under 90 mm Hg) carries a high risk of heart attack and stroke (this is known as isolated systolic hypertension or ISH).

Waist circumference: Waist circumference provides a simple method of identifying individuals at increased risk of obesity-associated illness due to abdominal fat distribution. Those with excess fat in the intra-abdominal area are at particular risk of the negative health consequences of obesity. For women, >80 cm (or 32 inches) is associated with increased risk and for men >94 (or 37 inches) is associated with increased risk. For men, >102 cm (or 40 inches) and >88 cm (35 inches) for women is considered to be **substantially** increased risk.

Glucose: Fasting blood glucose is a good screen for diabetes. Levels between 110 and 125 (6.1 to 6.9) are considered pre-diabetic and, if not controlled, those with levels in this range will eventually become diabetic. Generally, however, levels below 90 (<5) are a good minimal goal. High blood sugar levels damage small blood vessels, eyes and nerves. The theory is that glucose attaches permanently to proteins in the retina, kidney and small blood vessels and cause the proteins to function abnormally. However, macrovascular complications—that is damage to the large blood vessels—may start at levels above 75 (4.2). Thus ideally levels should be in the 60-75 (3.3-4.2) range.

Triglycerides: Triglycerides are a different type of fat than cholesterol. It is how we store body fat and it can thus be burned during exercise for energy (unlike cholesterol). High circulating levels of triglycerides are an independent risk factor for heart disease and can contribute to atherosclerosis in some people. Levels below 90 mg/dL are considered ideal. A good minimal goal is <150 (1.7). Factors that help to reduce triglycerides are weight loss, and **decreasing** intakes of refined oils, animal fats, alcohol, sugar and processed foods. Factors that promote reductions are exercise, fiber rich foods, and fruits and vegetables.

Increasing your Physical Energy through Exercise, Diet and Sleep

What Exercise Can Do For You

Almost 100% of executives attending CCL's Leadership at the Peak program reported that exercise has some impact or clearly impacts day-to-day performance. The most commonly cited benefit? **Increased energy**. Exercise also increases optimism and self-efficacy, increasing feelings of confidence, physical strength and stamina.

More information on exercise can be found at www.ccl.org/fittolead, but here are a few important rules:

1. Move more.
2. Vary the routine.
3. Vary intensity and modes.
4. Get outside.
5. Have a plan for travel.
6. Try something new.
7. Do it for life.

Remember to be patient with the process. Build your endurance and intensity gradually over time. Occasionally take an easier week and even days off. Going hard every day will not yield benefits, and can do more harm than good.



“A low-fat, plant-based diet would not only lower the heart attack rate about 85% but would lower the cancer rate 60%.”

~ William Castelli, M.D.,
Director, Framingham Health Study; National Heart, Lung, and Blood Institute

Practice Dietary Excellence

The World Health Organization predicts that by the year 2020, cancer deaths will have increased 50% and heart disease will be the leading cause of death worldwide, due largely to the fact that developing countries are fast adopting a western style diet and habits. (Sources: Esselstyn CB Jr. Am J Card, 84:339-41, 1999)

The good news is that we can, in large part, prevent these diseases. We can take control of our health, take action to prevent disease and also feel great along the way. More information, including some excellent recipes, can be found at www.ccl.org/fittolead but here are some important rules:

1. Eat a Prudent diet. A Prudent diet is high in vegetables, legumes, whole grains, and fruit with moderate amounts of nuts and seeds.
2. Eat a nutrient dense diet. Nutrient dense foods are those that have the most nutrients relative to the number of calories.
3. Eat more cruciferous vegetables. These include arugula, bok choy, broccoli, brussels sprouts, cabbage, collard, kale, radish, mustard greens and turnips.
4. Eat a serving of nuts and/or seeds daily.
5. Eat more fiber.
6. Eat less animal and processed foods.

7. Know your supplements.
8. Have a plan for when you travel.
9. Eat less protein.
10. Eat to be healthy, not to lose weight.

Sleep

Data from LAP show that only a small percentage (15%) of executives get the recommended 7-8 hours of sleep a night. The average hours of sleep reported by male and female executives is 6.6 hours. Only about 10% of the population can function most effectively on less than 7 hours sleep.

For more information on sleep, go to www.ccl.org/fittolead, but keep in mind these ideas for improving your sleep:

1. Turn off the lights at the same time every night.
2. Have a wind-down period before bed.
3. Don't drink caffeine or alcohol in the evening.
4. Don't eat a heavy meal in the evening.
5. If you wake up during the night, don't turn on the lights to read or do work.
6. Get regular exercise.
7. Sleep in a darkened room.



Development Guide

What are my strengths?

What are my areas for development?

How am I managing my energy?



Fit to Lead

How do my current health and fitness levels impact my personal leadership challenge?

How do my current health and fitness levels impact my organizational leadership challenge?

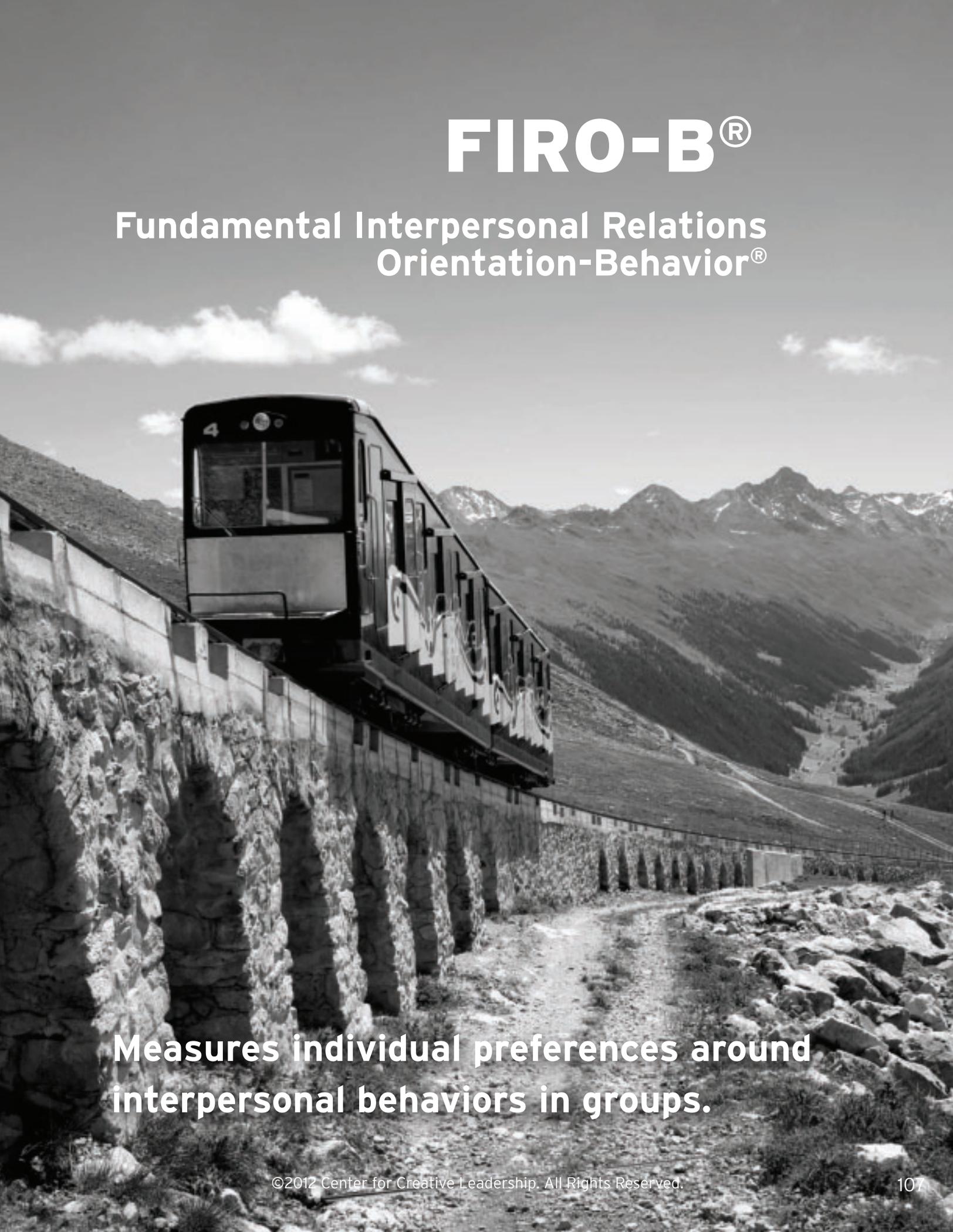
Reflection

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FIRO-B[®]

**Fundamental Interpersonal Relations
Orientation-Behavior[®]**



**Measures individual preferences around
interpersonal behaviors in groups.**

FIRO-B®



What is it?

Fundamental Interpersonal Relations Orientation-Behavior® (FIRO-B®) is a behavioral self-scoring assessment tool that is a measure of interpersonal needs. **FIRO-B®** measures how you typically behave towards others and how you want others to behave towards you. In *The Human Element: Productivity, Self Esteem, and the Bottom Line*, 1994/2005 (p. 118), Will Schutz wrote:

"...the ability of people to work together...is positively related to productivity. A common organizational myth is that there is no time to deal with personal relationships; there are deadlines, bottom lines, and payrolls to meet, and they take priority. But ignoring teamwork problems in favor of "practical" matters is the expression of a massive organizational self-deception. It is more true to say that an organization cannot afford not to take the time to deal with relations with other people; otherwise, those relations inevitably affect productivity, often in a devastating way."

The **FIRO-B**[®] provides insight regarding three interpersonal needs: Inclusion, Control and Affection (or Openness):

- **Inclusion:** This need indicates how much you generally include others and how much attention, contact, and recognition you want from others. Inclusion is about you in relation to groups - small or large.
- **Control:** This need indicates how much influence and responsibility you want and how much you want others to lead and influence you. Control is about both your one-to-one relationships and your behavior as part of a group.
- **Affection:** This need indicates how close and warm you are with others and how close and warm you want others to be with you. Affection is about you in one-to-one relationships.

The **FIRO-B**[®] measure two dimensions for each need:

- **Expressed:** This dimension indicates how much you prefer to initiate the behavior. It is about what you actually do and what can be easily observed by others.
- **Wanted:** This dimension indicates how much you prefer others to initiate the behaviors towards you. It is about what you want from others - whether or not you show it openly.

Why is it important?

The interpretation of the **FIRO-B**[®] can dramatically increase your understanding of behavior in areas such as:

- How you come across to others, and why this may not be the way you see yourself or the impression you might want to make
- How and why conflict develops between well-meaning people
- How to understand your own needs, and how to manage them as you interact with others

How can I use it?

The **FIRO-B**[®] can be used to provide ongoing impact learning for an individual, team or organization by:

- Describing how the varied behaviors show up for an individual, team or organization illuminating where incongruence may exist.
- Assuming modifications can be made to enhance interpersonal interactions.

- Combining it with a multirater assessment tool. For example - consider a **FIRO-B®** profile of a leader with very high expressed control and very low desire for having others in control. The combination describes a preferred style of dominance with a low desire for being controlled. With this behavioral score combined with multirater assessment, the leader could be seen as micromanaging or overcontrolling.
- Describing organization cultures using **FIRO-B®** language
 - **High Inclusion:** together, interactive
 - **Low Inclusion:** alone, individual
 - **High Control:** hierarchical, structured
 - **Low Control:** flowing, spontaneous
 - **High Affection:** open, candid
 - **Low Affection:** businesslike, impersonal
- Utilizing the tool as a diagnostic lens to help an executive leadership team improve their ability to interact and successfully overcome organizational challenges together as a unified team.
- Integrating the tool to help organizations better set direction, create alignment and/or motivate their employees.

Development Guide

What does my **FIRO-B**[®] score tell me about my style of leadership?

What boundaries do I have to span within my team? Within my organization?

How do I need to flex my leadership style to meet my organizational challenges?



FIRO-B®

What did I learn?

What is still challenging me?

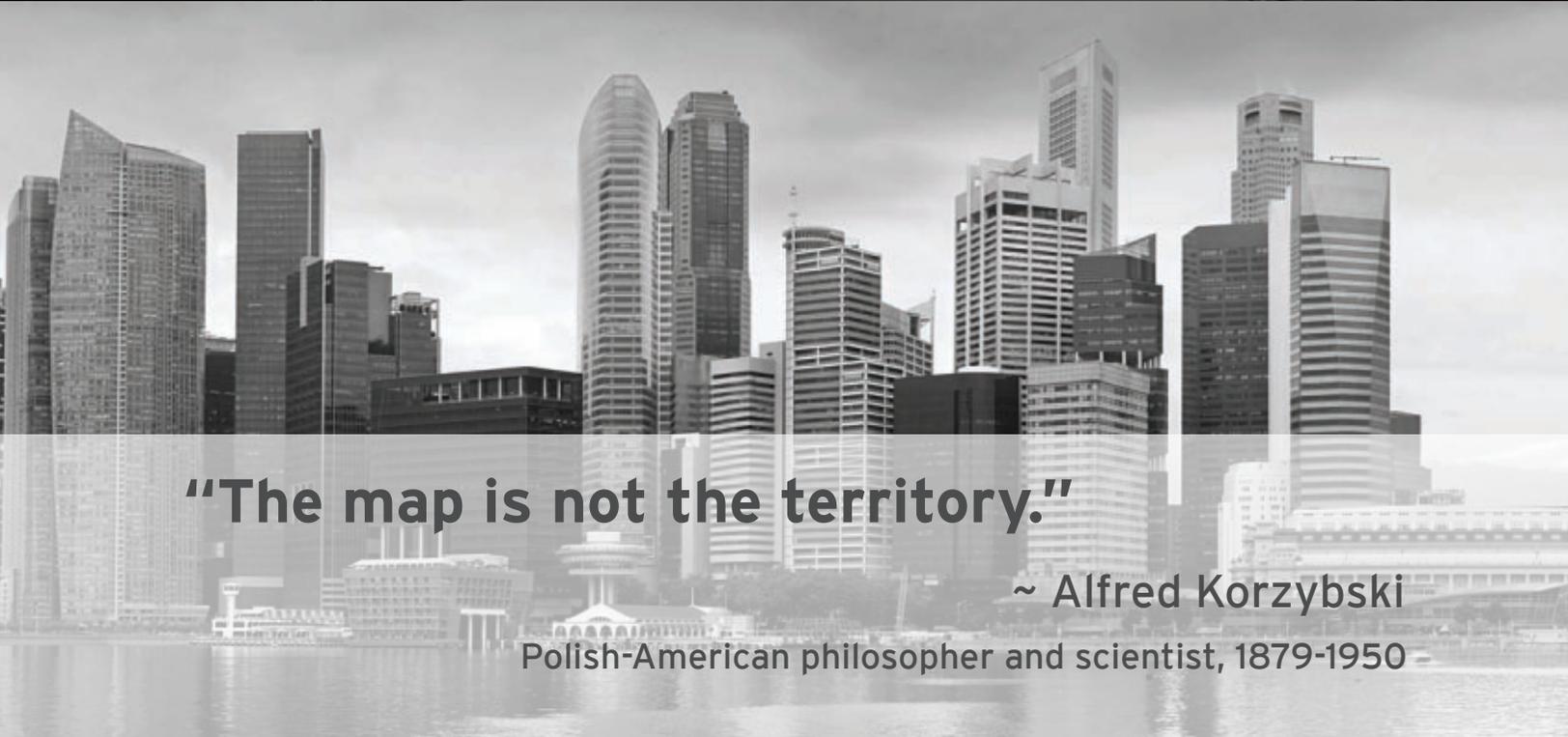
Based on the **FIRO-B®** discussion, what do I need to pay attention to in order to increase my effectiveness with others?

Reflection

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Peak Challenge



"The map is not the territory."

~ Alfred Korzybski

Polish-American philosopher and scientist, 1879-1950

Peak Challenge



What is it?

Peak Challenge is an experiential module that poses a series of complex problems/challenges for you and your colleagues to solve using the resources you have been given.

Why is it important?

At this point in your LAP experience you have been given a series of 360 and personality assessments and had the opportunity to develop a picture of your leadership style. This is an opportunity to:

- Expand the learning environment
- Receive feedback on your leadership style
- Practice new leadership behaviors
- Provide feedback to others

How can I do it?

You will be asked to set a behavioral goal for the afternoon. For example, you may want to get feedback on a certain behavior in your repertoire or try a new behavior. Reflect on the following questions to help you set your goal for the afternoon. Be prepared to share your goal and discuss it with the group.

1. Based on the assessment data and your reflections, what reoccurring themes or messages have you identified about your leadership style?

2. What image or picture emerges about your leadership style?

3. What behaviors are you concerned about, wanting to leverage or questioning?

4. What feedback do you want about these behaviors?

Record your goal here

Based on the assessment data and your reflections, what recurring themes or messages have you identified about your leadership style? For example, if your feedback indicates that you seem to have your mind made up and don't listen then you might set a goal to get feedback so you can understand it better. You could ask others to observe you during the afternoon activity for behavioral examples that confirm or contradict the feedback. Alternately, you could set a behavioral goal to be more receptive to others' ideas.

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Integrating Your Leadership





Preparing to Take It Back Home

Reflections Summary of the Day

Today is about integration. As you reflect on the conversations that occurred today and prepare to transition back to work, take a moment to record the highlights and key observations

Executive Coaching Session:

Peer Feedback:

Fitness results/Consultation results:

Other conversations:

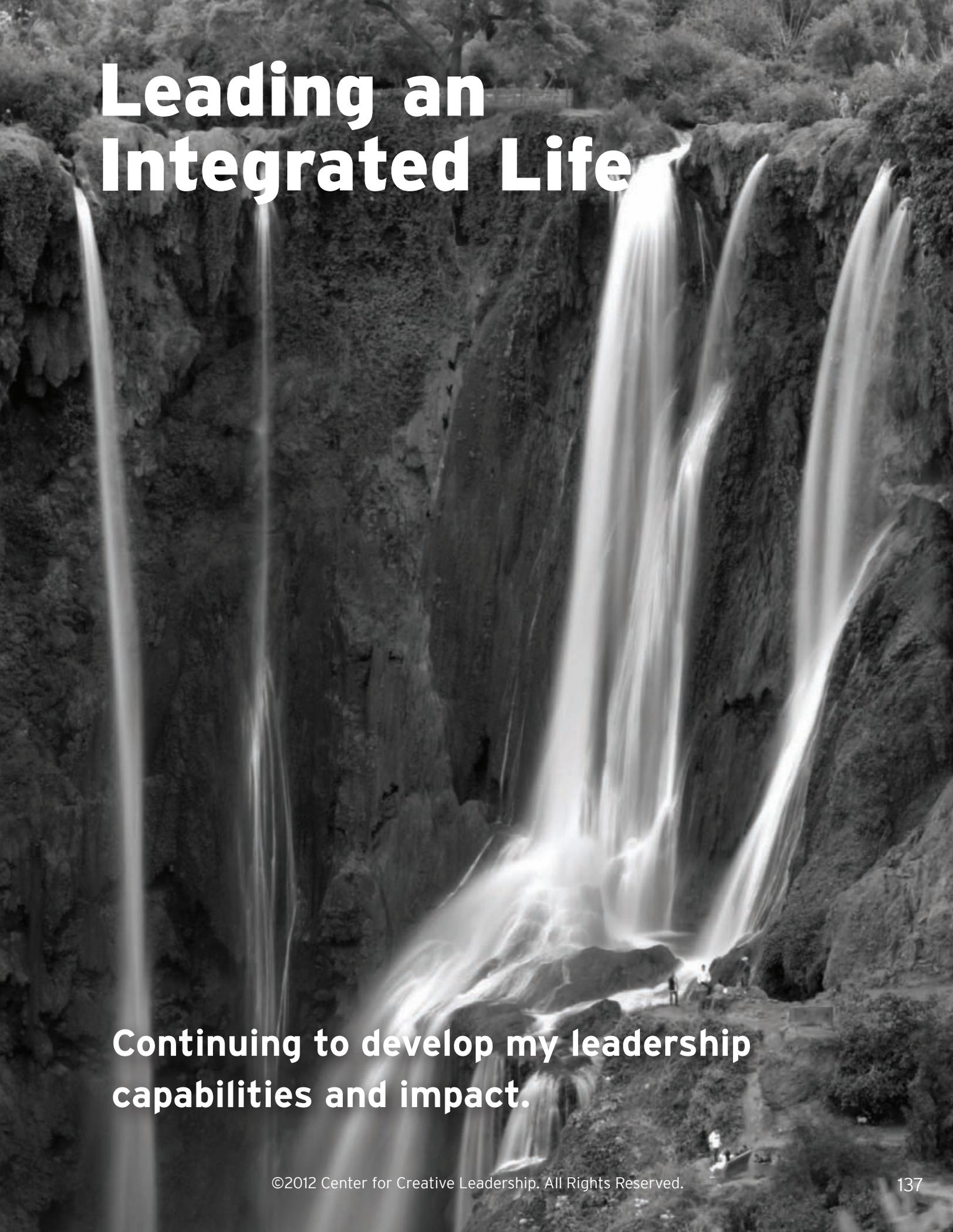
How can I apply these learnings to developing my action plan?

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Creating a Leadership Legacy





Leading an Integrated Life

**Continuing to develop my leadership
capabilities and impact.**

Leading an Integrated Life



What is it?

You started this week thinking about the questions below. Remind yourself of your answers on page 5 of this workbook.

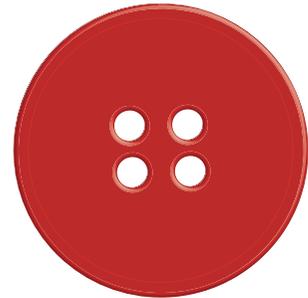
- What am I doing that's working? Not working?
- What's next for me professionally? Personally?
- Do I have what it takes to get to that next level?
- Do I want to do what it takes?

Leading an integrated life is about understanding what is necessary at this time and how to focus attention on it. CCL believes that you are responsible for your development and preparing for reentry is critical to sustaining your experience back at work and home. We also know the challenges of creating the time and energy to focus on you. The ubiquitous flight attendant safety advice fits, "Put your own air mask on first and then help others."

Why is it important?

An integrated leader is an asset to your organization, your family, your community and yourself. Integrated leaders are exposed to multiple perspectives because they engage with the world around them. They are challenged by the diversity of personalities, situations and environments which enables them to think and act differently. The lessons of home life can often be applied to work. The lessons of work can often be applied to community. Integrating those multiple facets of your life can result in greater energy in your life, connection in your family, longevity in your career, and impact in your community.

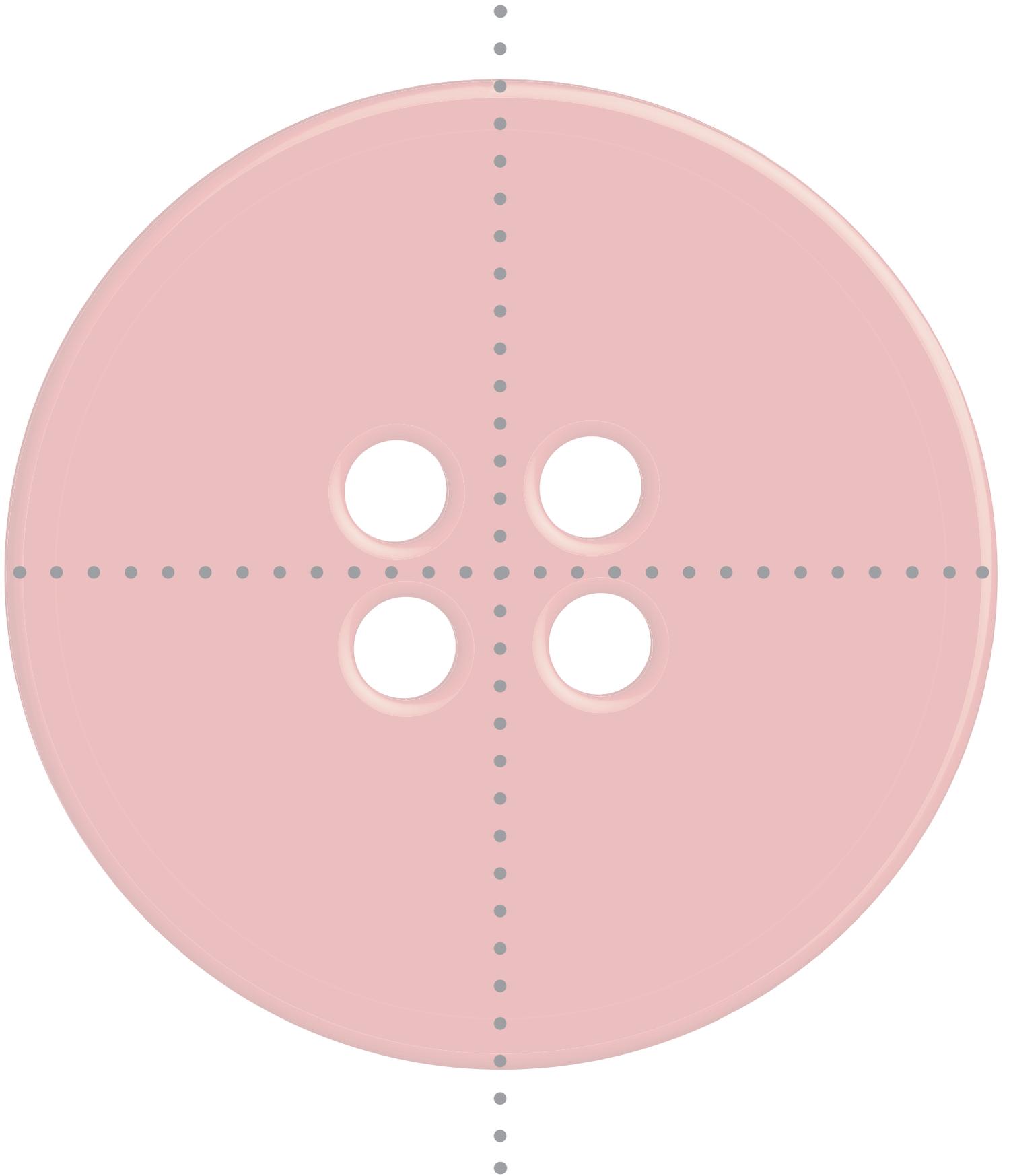
Knowing where and when to focus your energy increases your ability to be resilient. Resiliency is the key driver for each of the four areas - self, family, career, community - that enable people to recover from life's unforeseen circumstances.



How to do it?

At this point you should have some answers to some of the questions and a plan to flesh out the answers to some of the others. From the experiences of the week you will have developed a clearer picture of yourself as a senior leader. The focal question is now, "What do I do to ensure that I will continue to work on my immediate goals and continue to develop my leadership capabilities and impact?" This will entail paying attention to all aspects of your life and managing your energy for the tasks ahead.

The four button holes represent self, family, career, and community. These represent the whole of a leader's life be it at work, home or other aspects of one's life that need to be "balanced" for sustained success. It is important to note that balance can only be determined by the individual. Different things take on different priorities at different times in life. In other words, you are striving for a fluid balancing act, not a state of balance.





CCL support for your development

Integrated Executive Coaching

- Two sessions via telephone with your executive coach; additional sessions are available should you elect.

Fitness Coaching

- Available through your fitness faculty member

Reflections 360

- Three months post program you will receive an e-mail inviting you to participate in a 360 assessment that can serve as a progress check.

Customized programs and assessments

- For your executive team, organization
- CCL has worked with both individuals and organizations to leverage leadership development within the organization and individual teams.

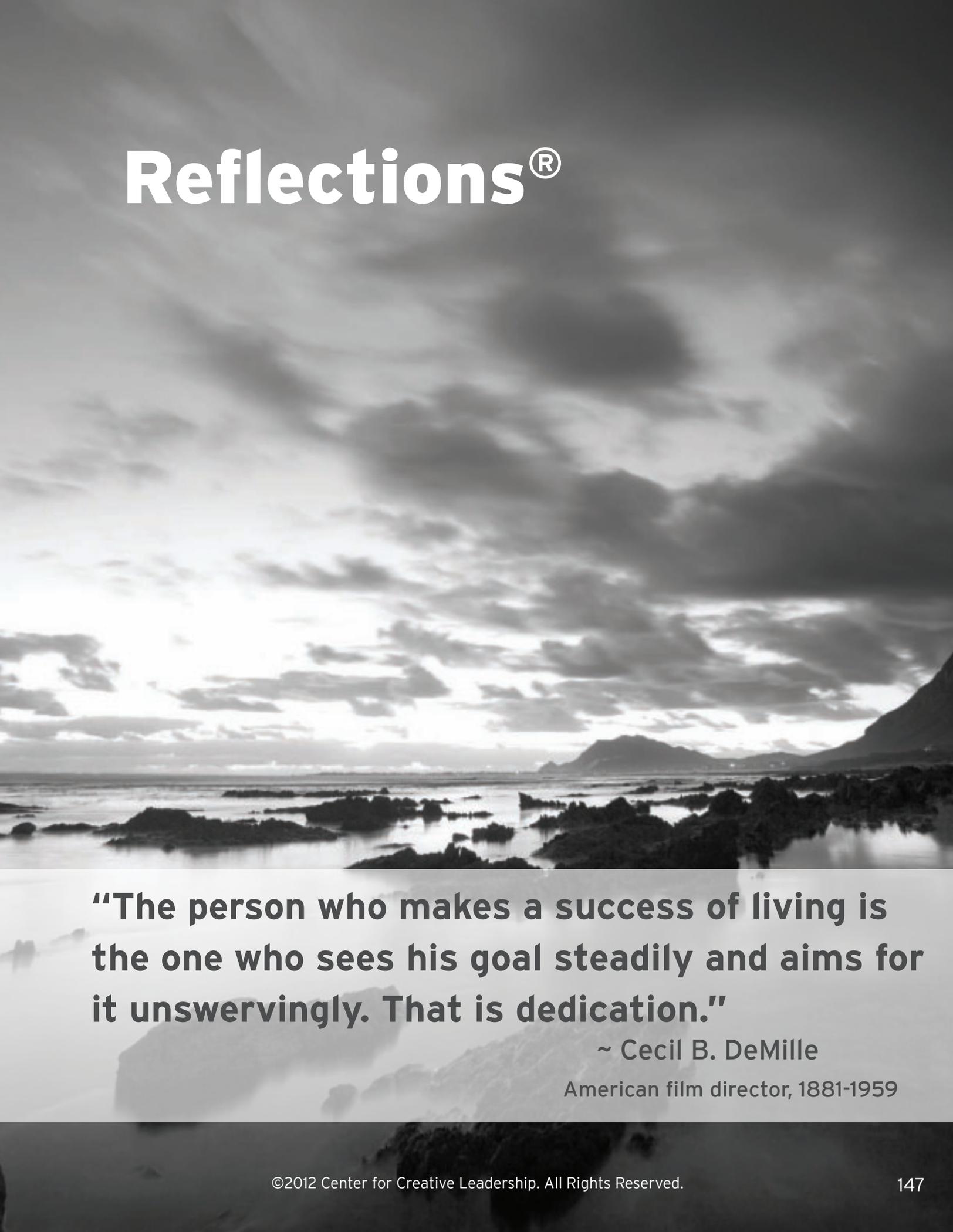
myCCL

- Continued access to online resources including tips for sharing data and leveraging your style in meetings

Notes

Notes

Reflections®



"The person who makes a success of living is the one who sees his goal steadily and aims for it unswervingly. That is dedication."

~ Cecil B. DeMille

American film director, 1881-1959

Reflections[®]



Reflections[®] Leadership Impact Assessment

What:

Reflections[®] is your final 360-degree assessment in the LAP suite. It measures your initial efforts to change on behavioral and impact objectives. It asks two simple questions, “How was this person doing before and how are they doing now?”

When:

Reflections[®] is administered three months after the program. You will receive access to your personal Feedback Report electronically.

Building the Survey: We have designed this so that you will build a portion of this survey yourself. In this way, you will target specifically those behavioral objectives that you and your coach identify as critical during your feedback session. As you influence the length of your

survey, the time to complete will vary. Typical surveys take, on average, 30 minutes to complete.

Assessment Data:

This 360-degree assessment gives you an interim look at your behaviors and impact as you integrate and apply your LAP experience. You and your coach should review this feedback report in one of your follow-on coaching sessions.

NEXT STEPS

1. During your feedback session with your coach, identify the aims and objectives you would like to emphasize in the months to follow.
2. Select from the following library those behavioral objectives that best support your aims and objectives. You and your coach should discuss how you may leverage these targets in the months to come knowing that **Reflections**[®] will capture data on your change efforts.
3. In three months, you will receive an invitation to the **Reflections**[®] website along with a personalized login ID and password.
4. Once on the website, you can quickly select your specific behavioral objectives to build your personalized survey.
5. You will be able to review your rater list pre-populated with raters you have used before. You can modify this list as needed. It is important to select raters who have worked with you before you started your LAP experience.
6. You will then complete your own survey.
7. Your raters will complete their versions of the survey you built.
8. Upon scoring, you will receive your personalized, electronic **Reflections**[®] Feedback Report.
9. Arrange with your executive coach to debrief this **Reflections**[®] Feedback Report with you as you plan ahead.

Behavioral objectives:	Examples of related behaviors:	Notes
<p>ADAPTABILITY Can adapt to changing business conditions and is open to new ideas and new methods.</p>	<ul style="list-style-type: none"> • Adapts to changing conditions. • Anticipates problems and takes preventive action. • Handles multiple priorities/tasks well. • Is open to new ideas and trying new methods. • Sees the value in others' unique differences. 	
<p>BALANCE WORK AND NON-WORK ACTIVITIES Arranges time for work and recreation.</p>	<ul style="list-style-type: none"> • Makes time in his/her life for non-work activities. • Spends time engaging in hobbies and leisure activities. • Strikes a reasonable balance between his/her work life and private life. 	
<p>COPING WITH PRESSURE AND ADVERSITY; INTEGRITY Capable in high-pressure situations; resilient, optimistic, trustworthy.</p>	<ul style="list-style-type: none"> • Capable, cool in high pressure situations. • Can deal well with setbacks; resilient; bounces back from failure, defeat. • Is willing to admit ignorance. • Is optimistic; takes the attitude that most problems can be solved. • Doesn't hide mistakes. • Has integrity; trustworthy. • Doesn't put own ambitions ahead of the organization's objectives. • Strikes a reasonable balance between his/her work life and private life. 	
<p>COURAGE Acts decisively to tackle difficult problems; perseveres in the face of problems; takes the lead on unpopular though necessary actions.</p>	<ul style="list-style-type: none"> • Takes the lead on unpopular though necessary actions. • Acts decisively to tackle difficult problems. • Perseveres in the face of problems and difficulties. • Confronts conflicts promptly so they do not escalate. • Has the courage to confront others when necessary. 	
<p>CREDIBILITY Acts in accordance with stated values; follows through on promises; uses ethical considerations to guide decisions and actions.</p>	<ul style="list-style-type: none"> • Uses ethical considerations to guide decisions. • Through words and deeds, encourages honesty throughout the organization. • Speaks candidly about tough issues facing the organization. • Tells the truth, not just what important constituents want to hear. • Can be trusted to maintain confidentiality. • Places ethical behavior above personal gain. • Follows through on promises. • Acts in accordance with his or her stated values. 	

Behavioral objectives:	Examples of related behaviors:	Notes
<p>EXECUTIVE IMAGE Communicates confidence and steadiness during difficult times; adapts readily to new situations.</p>	<ul style="list-style-type: none"> • Communicates confidence and steadiness during difficult times. • Projects confidence and poise. • Adapts readily to new situations. • Commands attention and respect. • Accepts setbacks with grace. 	
<p>EMPLOYEE DEVELOPMENT Coaches and encourages employees to develop in their careers.</p>	<ul style="list-style-type: none"> • Coaches employees to improve performance. • Provides employees with guidance when needed. • Encourages employees to develop careers. • Makes sure employees understand their roles. 	
<p>INCREASE SELF-AWARENESS Knows how others observe one and the effect one makes on the others. (Required)</p>	<ul style="list-style-type: none"> • Learns how others perceive him/her. • Understands how his/her management style impacts those with whom he/she works. • Is aware of the impact of his/her behavior on others. 	
<p>INSPIRING COMMITMENT Motivates others to perform at their best.</p>	<ul style="list-style-type: none"> • Rallies support throughout the organization to get things done. • Publicly praises others for their performance. • Infuses the organization with a sense of purpose. • Understands what motivates other people to perform at their best. • Provides tangible rewards for significant organizational achievements. 	
<p>INTERNATIONAL BUSINESS Knows how to conduct business throughout the world.</p>	<ul style="list-style-type: none"> • Can integrate local and global information for multi-site decision making. • Discerns and manages cultural influences on business practices and marketing. • Can create innovative corporate culture to leverage unique cultural-based knowledge • Discerns and manages cultural influences on business practices. • Can apply knowledge of public regulatory framework in multiple countries. • Is able to make deliberate choices about how to conduct business successfully in the world. • Can negotiate effectively in different business environments. 	

Behavioral objectives:	Examples of related behaviors:	Notes
<p>GIVES FEEDBACK Can provide effective feedback at the appropriate moment. (Required)</p>	<ul style="list-style-type: none"> • Gives appropriate feedback to others. • Recognizes the importance of giving feedback to others. • Gives feedback to others at the appropriate moment. • Gives feedback to others in the appropriate manner. • Gives specific, behavioral and helpful feedback. 	
<p>LEADING EMPLOYEES Delegates to employees effectively, broadens employee opportunities, acts with fairness toward direct reports, and hires talented people for his/her team.</p>	<ul style="list-style-type: none"> • Is willing to delegate important tasks, not just things he/she doesn't want to do. • Provides prompt feedback, both positive and negative. • Pushes decision making to the lowest appropriate level and develops employees' confidence in their ability to make those decisions. • Acts fairly and does not play favorites. • Coaches employees in how to meet expectations. • Uses his/her knowledge base to broaden the range of problem-solving options for direct reports to take. • In implementing a change, explains, answers questions, and patiently listens to concerns. • Interacts with staff in a way that results in the staff feeling motivated. • Actively promotes his/her direct reports to senior management. • Develops employees by providing challenge and opportunity. • Sets a challenging climate to encourage individual growth. • Rewards hard work and dedication to excellence. • Surrounds him/herself with the best people. • Finds and attracts highly talented and productive people. 	

Behavioral objectives:	Examples of related behaviors:	Notes
<p>LEARNING THROUGH OTHERS Values other people's perspectives and input and recognizes limits of own point of view.</p>	<ul style="list-style-type: none"> • Is open to others' perspectives. • Values others' perspectives as much as his/her own. • Learns from other people's experience. • Treats everyone as a unique individual. • Listens well to others before moving ahead with a decision. • Seeks to learn from people and events. • Is open to requests for changes in his/her leadership actions. • Takes into account people's concerns when trying to effect change. • Succeeds in viewing a situation through other people's eyes. • Recognizes the limits of his/her point of view. • Gets along with all kinds of people. 	
<p>RECEIVE FEEDBACK Proactively seeks and utilizes feedback from others. (Required)</p>	<ul style="list-style-type: none"> • Is receptive to feedback from others. • Seeks feedback from others. • Values feedback from others. • Asks for feedback at the appropriate moments. • Focuses on understanding feedback. • Avoids justifying, defending and explaining feedback he/she receives. • Says "thank you" for feedback he/she receive. • Carefully considers feedback he/she receives. • Makes appropriate changes in his/her behaviors based on feedback he/she receives. 	
<p>RISK-TAKING, INNOVATION Visionary; seizes new opportunities and consistently generates new ideas; introduces and creates needed change even in the face of opposition.</p>	<ul style="list-style-type: none"> • Change even in the face of opposition. • Has vision; often brings up ideas about potentials and possibilities for the future. • Is entrepreneurial; seizes new opportunities. • Consistently generates new ideas. • Creates significant organizational change. • Introduces needed change even in the face of opposition. 	

Additional Notes:

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