



**Education Leadership Judgement Indicator
Insight Plus Report**

Name of respondent:	Chris Smith
Date of completion :	April 2016
Reference group:	School Leaders

The Education Leadership Judgement Indicator (E-LJI) is based on the Formula 4 Leadership model. This provides a unique way of depicting different leadership styles that can be selected to offer the greatest likelihood of success in a specific situation. The range of styles is summarised in Figure 1. If this is the respondent's first exposure to the LJI Leadership decision making model, they are advised to spend a few minutes studying it as the report is based upon these styles.

No one leadership style is universally applicable or inherently better than any other. Effective leaders adapt their style to the nature of the task and the characteristics of the people involved, guided by the Principles described in the Appendix.

Figure 1 - The Model of Leadership Decision Making Styles underpinning the E-LJI.



INTRODUCTION

This report is based on completion of the Education Leadership Judgement Indicator (E-LJI). The E-LJI is a powerful way of gaining insight about a person's ability to work effectively with and through people in a leadership role. The E-LJI measures leadership judgement by asking the respondent to assume the role of the leader in 16 given scenarios. The respondent must decide upon the appropriateness of four different options in relation to each situation. Each option represents one of the four styles shown in Figure 1.

A number of key principles underpin the Formula 4 Leadership Judgement model upon which the E-LJI is based:

- No single leadership style is universally effective in all decision making situations.
- No single style is inherently better than others; the appropriateness of a style depends on the nature of the task and the characteristics of the people involved.
- All decision-making situations can be analysed systematically to determine the most appropriate leadership style for that situation.
- Effective leadership involves the capacity to judge which style is best and a willingness to adopt the most effective style even when it does not come naturally.

The purpose of this report is to help create a Leadership Development Plan. It draws conclusions by comparing the respondent's ratings with the E-LJI's Leadership Decision Making Model and a reference group of managers. The findings in the report should be considered alongside other relevant sources of information when constructing the Leadership Development Plan.

The report is structured as follows:

1. **Preference across the four styles** – describes the strength of the respondent's inclination to use each of the four different leadership styles measured by the E-LJI.
2. **Judgement in choosing leadership styles** – describes the extent to which the respondent has been able to identify the goodness of fit of each style to the situations presented in the E-LJI.
3. **How Preferences impact on Judgement** – describes the interaction between the Preferences and the Judgement demonstrated by the respondent when completing the E-LJI.
4. **Validity of findings** – compares the way in which the respondent used the rating scale with how the reference group have used it. Over or under use of parts of the rating scale (for example, rarely using the extremes of the rating scale) may distort the findings and affect the validity

· **Formula 4 Leadership Ltd's Personal Development Planner** is a structured tool which allows the respondent to take the key aspects of this report and turn them into a detailed, written personal development plan.

(authenticity) of the profile.

THE PATTERN OF PREFERENCE SCORES ACROSS THE FOUR STYLES

Preference scores indicate how strongly a person is drawn to each of the four leadership styles in the E-LJI. The preference score derives from how frequently a style is rated by the respondent as either 'appropriate' or 'highly appropriate' across situations. The frequency of rating each style in this way is compared to the typical rating frequency in the reference group.

Leadership Preference - Directive Style

Analysis of the responses to the 16 scenarios in the E-LJI shows that the respondent rated the **Directive** style as appropriate to an average degree when compared to the reference group. The Directive approach is most generally effective with a newly formed team, or one that is facing unfamiliar situations. It is likely to be particularly efficient in situations where the leader faces a lot of decisions, many of which are of a type that he or she has experienced before. This is a style that, in the short term, is very efficient in the use of the leader's time. It is a particularly useful approach, therefore, when an experienced leader is faced with an emergency. The respondent appears to be reasonably comfortable with this style and balanced in terms of assessing its appropriateness for particular situations.

Leadership Preference - Consultative Style

The respondent rated the **Consultative** style as appropriate to an average extent when compared with the reference group. The Consultative approach is useful for generating information and ideas from a developing team as the team members' levels of knowledge and understanding will be increasing but they may not yet have the necessary experience or alignment with the organisation's values to be relied upon to make optimum decisions on important unfamiliar issues. It is likely to be particularly valuable when the leader needs to take others' views into account, but when the ultimate decision needs to rest in the leader's own hands. A person with this score is less likely to run the risk of appearing to 'rail-road' decision making or lower morale by giving the impression of lacking trust in others. The respondent appears to be reasonably comfortable with this style and balanced in terms of assessing its appropriateness for particular situations.

Leadership Preference - Consensual Style

The respondent rated the **Consensual** style as appropriate to an average extent when compared with the reference group. The Consensual approach is most effective for creating a feeling of ownership when the team is facing situations that require a breadth of view, and where the team members have as much expertise as the leader. It is likely to be particularly valuable when the leader is working with an experienced or varied team or where it is necessary to lead using influence rather than authority. A person with an average preference for the Consensual approach is unlikely to be criticised for always referring to others before making a decision. Furthermore, they will probably demonstrate empathy and consideration for the viewpoint of others. It is a style that requires time to make decisions. However, this time loss can often be recovered during the later stages of a project, if it is a situation where the team's

commitment is required for implementation. The respondent appears to be reasonably comfortable with this style and balanced in terms of assessing its appropriateness for particular situations.

Leadership Preference - Delegative Style

The **Delegative** style was selected by the respondent more often than by the reference group suggesting a comfort with this approach and perhaps a need to guard against over-using it. The Delegative style can produce high levels of motivation and morale if used in situations where the team is competent and therefore able to thrive on greater autonomy. It is likely to be particularly valuable when working with an experienced team, especially where individuals may have greater technical expertise than the leader on certain aspects of the job. If used too much it can cause lack of control and loss of authority. It may lead to lower respect for the leader owing to a perceived under-involvement. It can produce the feeling that the 'buck is being passed' in circumstances where more hands-on responsibility should be taken. Equally, it may result in stress for the people being led, as they may be unsure of their readiness for the whole responsibility for the specific task. If this approach produces poor results on a frequent basis, it can be damaging for the credibility of both the leader and the team. Such leaders are sometimes criticised for doing away with their responsibilities and undermining the confidence of their team. It could result in poor decisions if the leader has valuable experience, skills, or knowledge about a particular issue which should have been more prominently brought to bear. The respondent is advised to review the task and people characteristics involved in past situations where they used the Delegative style inappropriately.

Balance and Roundedness of Preference Scores

Preference Score patterns can be evaluated for 'balance' and 'roundedness':

- **Balanced patterns** are where the person has no greater liking or aversion to any one style, or cluster of styles, than any other.
- **Roundness** is said to exist when a leader is able to adjust their style to the nature of the task and the characteristics of the people involved, and shows no great preference for one style over another.

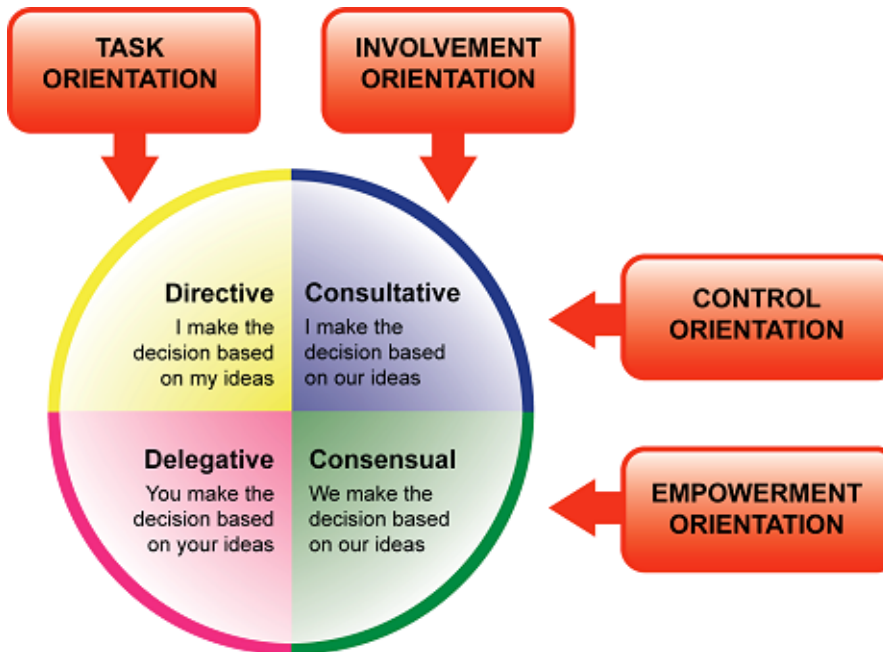
The respondent's results display a pattern that reveals a reliance on one style over the others. Over-use of one style may suggest that the respondent has a one-track approach to leadership decision making. This may arise from a particular philosophical stance towards leadership; alternatively, the respondent might consider whether their pattern of responding on the E-LJI is a reflection of their personality. The respondent should also consider whether this represents their habitual way of engaging with reporting staff; if so, it is recommended that they consider bringing more balance to their leadership.

Leadership Orientation

It is possible to identify common themes across pairs of styles, as shown in Figure 2, to provide broad information about leadership orientation. The down arrows in Figure 2 show that Task Orientation is the combined preference for the Directive and Delegative styles, and Involvement Orientation is the combined preference for the Consultative and Consensual styles. Going across, Control Orientation is the combined preference for the Directive and Consultative styles, and Empowerment Orientation is the

combined preference for Delegative and Consensual styles. The text below reports the respondent's leadership orientation as generated by their E-LJI preference scores and, where relevant, raises potential leadership implications.

Figure 2 - Leadership Orientation



The respondent's pattern of Orientation scores indicates a relatively strong Task Orientation. There may be a tendency to be drawn to a task focused approach whatever the situation, preferring to get the job done either by telling colleagues what needs doing or by letting them get on with it. Although the scores indicate the respondent feels as comfortable as most with decision making strategies that involve input from both the team and the respondent, the respondent may often default to a Task approach even when Involvement is more appropriate for the situation. If task focus is overused in this way, the team may infer that their opinions are not valued. It is recommended that the respondent reflects on this and considers how more balance between task and involvement focus might be achieved.

JUDGEMENT IN CHOOSING LEADERSHIP STYLES

Introduction

The respondent's ability to select the appropriate leadership style in accordance with the Formula 4 Leadership Decision Making Model that underpins the E-LJI will have a large impact on their personal and team effectiveness. There was information available in each of the scenarios to identify the decision making style that was likely to work best. The E-LJI identifies the respondent's judgement in singling out the appropriate style from the other three options.

Judgement in choosing each style

The respondent has obtained a separate judgement score for each of the individual styles. Higher scores are generated when the respondent has recognised the styles that are appropriate and also identified the styles that are inappropriate across the scenarios. Conversely, low scores can be expected if the respondent has incorrectly identified styles as either appropriate or inappropriate across the scenarios. Note that in this section judgement scores are considered in isolation from preference scores. (In a later section, preference and judgement are considered in combination to identify the ways in which preference might be impacting on judgement.)

The respondent's judgement in determining when and when not to use the **Directive** style was average when compared to the reference group. This suggests that they will be averagely effective with a newly formed team or one that is facing unfamiliar situations. This will support their leadership judgement if they work in situations where they are faced with a lot of decisions, many of which are of a type that he or she has experienced before, that demand an immediate response. This is a style that, in the short term, is very efficient in the use of the leader's time. It is a particularly useful style, therefore, when an experienced leader is faced by an emergency. Therefore, the respondent should continue to develop their discernment in the use of this style.

The respondent's judgement in determining when and when not to use the **Consultative** style was below average when compared to the reference group. This suggests that the respondent will be less effective with a developing team. This style is particularly valuable where the leader needs to take others' views into account but when the ultimate decision needs to rest in the leader's own hands. This is an important style to employ when team members' levels of knowledge and understanding are still developing. In such circumstances they may not yet have the necessary experience, or even alignment with the organisation's values, to be relied upon to make the best decisions in important and unfamiliar circumstances. Therefore, the respondent should make it a priority to develop their discernment in the use of this style.

The respondent's judgement in determining when and when not to use the **Consensual** style was low average when compared to the reference group. This suggests that the respondent will be a little less effective when the team is facing situations that require a breadth of view and the team members have as much expertise as the leader. The Consensual style is particularly valuable when the leader is working with an experienced or varied team and it is necessary to work through influence rather than authority. This style is particularly important for engendering ownership and commitment, especially when facing situations that need to be viewed from a number of different perspectives. Therefore, the respondent should consider developing their discernment in the use of this style.

The respondent's judgement in determining when and when not to use the **Delegative** style was above average when compared to the reference group. This suggests that the respondent will be above average effectiveness in situations where the team is competent and therefore able to thrive on greater autonomy. This is a style that is particularly valuable when working with an experienced team, especially where individuals may have greater technical expertise than the leader on certain aspects of the job.

Therefore, the respondent should consolidate their discernment in the use of this style.

The impact of item type on Leadership Judgement scores

Each of the four Leadership styles can be applied in two slightly different ways, as shown in Figure 1 at the beginning of this report. The options (or 'items') under the scenarios reflect this. In other words there are two 'item types' for each style. For example, in the items relating to Consultative style, half of the items involve getting the ideas of colleagues on a one-to-one basis while the other half involves obtaining ideas from colleagues in a group meeting. It can be useful to separate out two types of item to investigate any potential difference in accuracy of judging the appropriateness of the two different ways of applying the main styles. However, it should be noted that such comparisons of scores on the separated item types are based on too few items to constitute a robust measurement. Nevertheless such qualitative comparison can make a useful starting point for an explorative discussion to enhance understanding of what is driving the scores on the four main styles, and the analysis in this section should be approached with this in mind. For definitions of the item types referred to below, please refer to Figure 1.

The respondent's judgement in determining when and when not to use the **Unassisted Directive** item type was very broadly average when compared to the reference group. This is a very leader-centred approach to team leadership for it does not involve reporting colleagues at all. This lack of team involvement can yield quick answers and it does ensure that nobody's time is wasted on unnecessary or inappropriate issues.

The respondent's judgement in determining when and when not to use the **Researched Directive** item type was very broadly in line with the reference group. The leader usually chooses this approach when it is better to keep control of things, even though he or she needs to draw on the information possessed by others.

The respondent's judgement in determining when and when not to use the **One-to-One Consultative** item type was very broadly in line with the reference group. With the one-to-one approach, the team does not meet as a group; the problem is discussed with team members individually, either face-to-face, by telephone or perhaps by email or intranet. The approach works particularly well when intricate sequential tasks are submitted to this type of decision making.

The respondent's judgement in determining when and when not to use the **Group Consultative** item type was very broadly in line with the reference group. Getting the group together allows the leader to gather their multiple perspectives and to hear their debate about the breadth of issues. However, being very clear about the key differences between Consultative and Consensual decision making is a prerequisite to success. The respondent needs to continue to strengthen this style in their leadership decision making. In the Group Consultative style, the leader retains the final decision making power.

The respondent's judgement in determining when and when not to use the **Chaired Consensual** item

type was very broadly in line with the reference group. With this style the leader takes the chair and facilitates a collaborative problem-solving process where all team members have a voice and participate in searching for a solution. Here power is equalised to the point where a decision is reached that is acceptable to everyone.

The respondent's judgement in determining when and when not to use the **Team Player Consensual** item type was very broadly in line with the reference group. Here, the leader becomes one of the team and allocates the position of chairperson to one of his or her colleagues, or even has no chairperson at all. The intention is to create a totally participative climate for the decision making process.

The respondent's judgement in determining when and when not to use the **Informed Delegative** item type was very broadly in line with the reference group. In this style, any necessary parameters, hopes, expectations and objectives are laid out. The reporting colleagues then proceed with resolving the problem, but keep the leader informed and in touch with their progress.

The respondent's judgement in determining when and when not to use the **Ballistic Delegative** item type was higher than the reference group's. After an initial briefing to establish the leader's hopes, expectations and objectives, reporting staff are let loose to resolve the problem under their own steam, not to return until they have done so. This approach demands high levels of trust when used in appropriate circumstances and a preparedness to release power and completely hand over responsibility to colleagues. If used discerningly it enhances the leader's standing; if used inappropriately, or not at all, it can undermine the leader and team's development.

Overall Leadership Judgement

The overall Leadership Judgement score gives a composite measure of the respondent's judgement for all the leadership styles combined and compared to that of the reference group. By doing this, it is possible to gain a picture of how the respondent's judgement for each of the four leadership styles taken together affects overall Leadership Judgement.

The respondent has demonstrated average accuracy in the selection of appropriate leadership styles within the E-LJI when compared with the reference group. This probably means that they will be as successful as many others in choosing the most appropriate decision making style with which to engage with their team. The ability to choose the best leadership style in any situation is critical for achieving optimum performance - both for the respondent and their team. Therefore, the respondent will benefit from developing and enhancing their understanding of the underlying principles that guide the selection of leadership styles still further (see Appendix).

HOW PREFERENCES IMPACT ON JUDGEMENT

This section examines the way in which the respondent's preference impacts upon judgement in relation

to each of the leadership styles and provides a useful insight into the driving force behind the respondent's leadership judgement.

The respondent has obtained a broadly average **Directive** Judgement score and their preference for this style is also within this range. Although the Judgement score is average the respondent has not been drawn towards rating the Directive style as appropriate especially frequently. In development terms, while the respondent has room to consolidate and improve their discernment in the use of this style, their balanced view about its appropriateness can be maintained.

Compared to others in the reference group, the respondent has obtained a lower **Consultative** Judgement score but their preference for this style is broadly average. Their judgement is not as strong as the reference group's, yet the respondent is prepared to use the style to an average degree. While the respondent lacks discernment in the application of consultative leadership, the danger of making errors is somewhat decreased because they are not drawn to it strongly as a method of engaging with reporting staff. When this pattern arises, the respondent is advised to strengthen Consultative Judgement whilst maintaining a relatively economical approach towards its deployment.

Compared to others in the reference group, the respondent has obtained a broadly average **Consensual** Judgement score and their preference for this style is also within this range. Although their Judgement score is not high the respondent has not been drawn towards rating the Consensual style as appropriate especially frequently. In development terms, although the respondent has room to consolidate and improve their discernment in the use of this style, their balanced view about its appropriateness can be maintained.

Compared to others in the reference group, the respondent has obtained a higher **Delegative** Judgement score and their preference for this style is also elevated. Although good judgement is being displayed, this may be 'watered down' by the high Preference score, for the respondent has been drawn towards rating the Delegative style as appropriate rather frequently. While the respondent often selects the approach correctly, they may be so drawn to it that they may employ it when a different style is called for. Therefore, the respondent may need to become more discriminating in their use of the Delegative approach.

VALIDITY OF FINDINGS

It has been possible to analyse the way in which the respondent used the rating scale when evaluating the appropriateness of the 64 decision choices in the E-LJI. Their pattern of responding can be compared to others in the reference group to see whether the respondent adopted an unusual rating strategy. This can then serve as a point of enquiry when considering whether the profile is a reasonably fair and accurate representation of the person's actual behaviour in leadership situations.

The respondent has used the '4' rating much more than others in the reference group. This means they

considered that more of the available decision choices were 'Appropriate' than most other respondents. Given that the decision choices for each scenario have varying degrees of merit, and some that have much less value than others, the fact that the respondent was relatively undiscerning about this suggests that they need to develop their skills in the situational analysis of real-life scenarios in order to become clearer in their judgement.

The respondent has used the '1' rating much less than others in the reference group. This means they considered that fewer of the available decision choices were 'Totally Inappropriate' than most other respondents. Given that the decision choices for each scenario have varying degrees of merit, and some that have much less merit than others, the fact that the respondent chose not to employ this point on the rating scale suggests that they need to develop their skills in the situational analysis of real-life scenarios in order to become clearer in their judgement.

NEXT STEPS

The respondent is advised to follow the guidance provided by Hogrefe's Personal Development Planner as the next step in their leadership development. Leadership Judgement is a quality that can be strengthened and developed, just as Leadership Preferences can be modified.

The appendix to this report describes the Principles upon which Leadership Judgement is cultivated and the Tenets provide the justification for the training and development interventions to follow. Hogrefe's Coach on the Desktop is the vehicle of choice for honing Leadership Judgement so that Principles of effective leadership, that underpin the E-LJI, can become second nature to the respondent. The aim is that this brings greater discernment to the respondent's leadership behaviour across the variety of scenarios that they will inevitably confront.

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* **Formula 4 Leadership Ltd's Coach on the Desktop (CotD)** is an on-line development tool that supports leadership development in a measurable way. The CotD is accessible 24 hours a day. It uses a process of asking pertinent, non-directive questions about real-life leadership situations to make recommendations about the 'best' way to engage with reporting staff. It challenges existing thinking about the 'right' way to work with and through colleagues.

Each time the CotD is used a report is generated that describes the leader's thinking. This can be shared with others, so bringing greater transparency to leadership decision making. Moreover, the software keeps a history of the leader's responses and the outcomes reached over every decision they make. This provides a wealth of information about the leader's approach towards reporting staff, so providing objective evidence for analysis and assessment.



APPENDIX

PRINCIPLES AND TENETS OF THE LJI LEADERSHIP MODEL

Principles of the LJI Leadership Model

These principles focus a leader's time and energy to achieve optimal results.

Effective leaders:

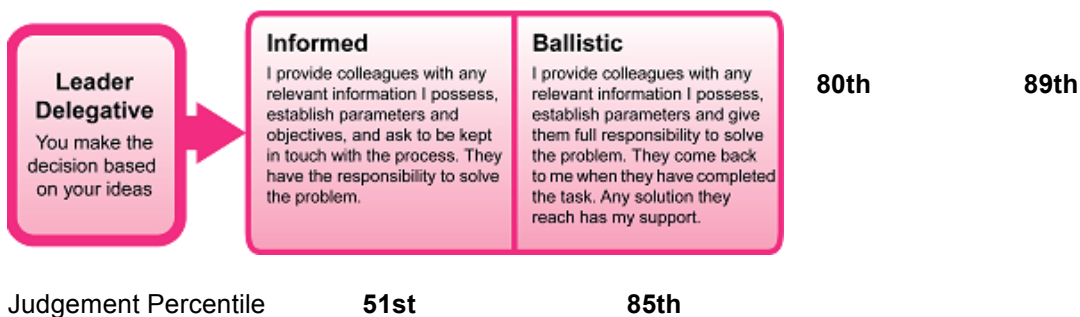
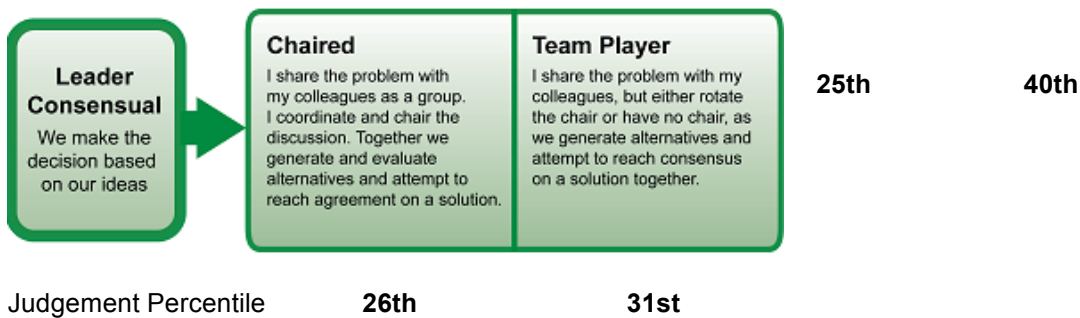
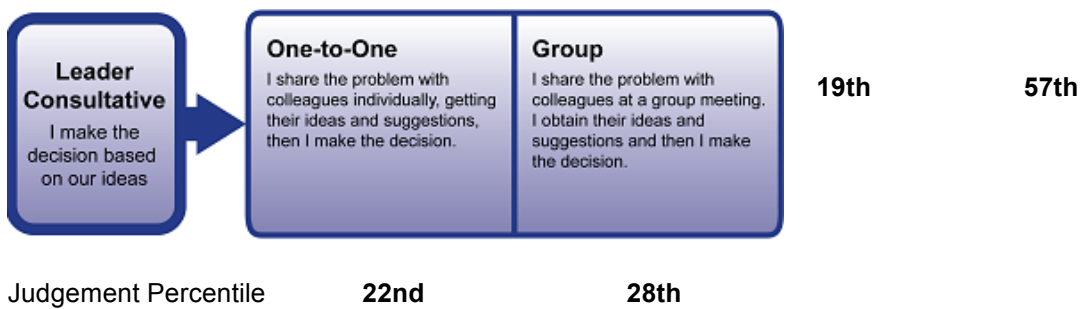
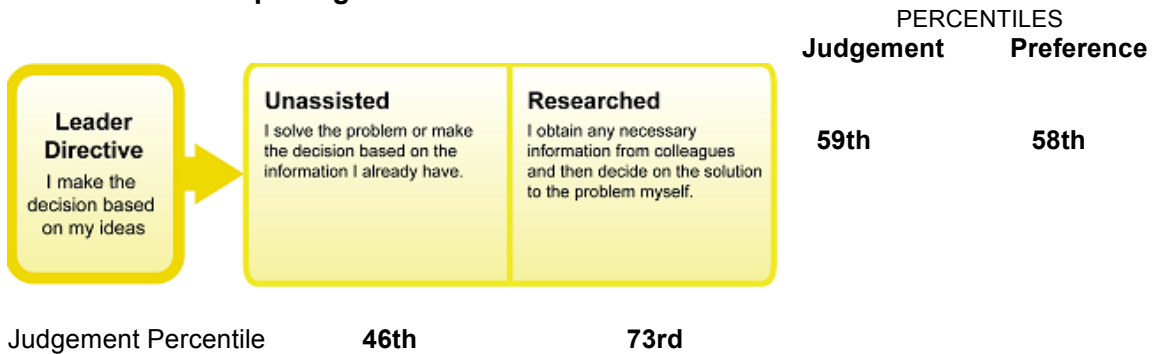
- **always consider how important the decision is**
- **see if the decision offers a development opportunity for their team**
- **ensure that important decisions are worked on by the best-qualified people**
- **stay personally close to important decisions which are unfamiliar in nature**
- **seek to establish mutual interest so that subordinates share the same goals as those of the organisation**
- **involve subordinates in decision making whenever their commitment is uncertain yet required**
- **involve teams to improve the technical quality of decisions when breadth of information and multiple perspectives are called for**
- **use appropriate individuals to improve the technical quality of decisions when intricate, sequential reasoning is required**
- **evaluate their performance against these Principles in the short, medium and long term.**

Tenets of the LJI Leadership Model

- **No one leadership style is universally applicable to all decision making situations.**
- **No one leadership style is inherently better than any other.**
- **Effective leaders gear their style to the nature of the task and the characteristics of the people involved.**
- **Each decision making situation can be methodically assessed to determine the most appropriate leadership style.**
- **Effective leadership involves a preparedness to adopt different styles of decision making.**

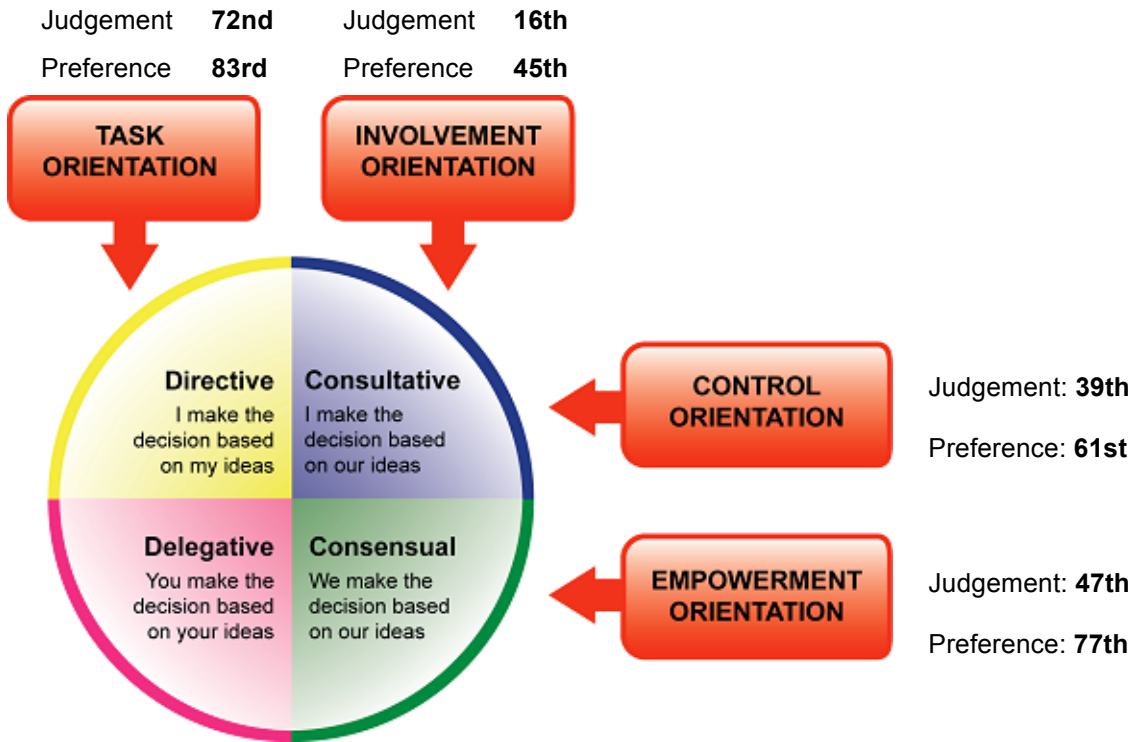
Profile Charts

Overall Leadership Judgement: 38th Percentile



Profile Charts (cont.)

All values quoted as percentiles



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Formula 4 Leadership Personal Development Planner

Recommended Procedure for Using Formula 4 Leadership® Development Report

1. Be prepared for the SARA response –

S	-	SHOCK
A	-	ANGER
R	-	REJECTION, before
A	-	ACCEPTANCE

This is quite a common reaction process and should not surprise anybody.

1. On your own, take a highlighter pen and pick out the parts that stand out.
1. Photocopy the report and give it to at least one person you know and trust. Ensure that it is someone who can offer you balanced feedback. Ask for their comments.
1. Now plot all the points raised and highlighted on a 'PMI Chart' (see next page). This has three areas labelled 'Plus Points', 'Minus Points' and 'Interesting Points'.
1. Turning first of all to the 'PLUS' points, choose **one** area and either:
 1. devise a specific plan for coaching a colleague in that area, or
 2. devise a means whereby you can more visibly demonstrate that skill to your boss, colleagues and others around you.
1. Take **one** of the points you have rated as a 'MINUS' that you wish to address first. Your decision should be based on how critical this is for job success.
1. For this 'MINUS' point devise a plan of action which focuses on each of the following:
 1. MY GOAL – what I will have achieved to resolve it in three months
 2. MY STRATEGY – how I am going to achieve that goal
 3. WHO I SHALL INVOLVE – what I specifically need from others to gain success
 4. WHAT I SHALL DO TOMORROW – the first step on my way
 5. WHAT NEXT – having achieved my goal, which 'PLUS' and 'MINUS' characteristics I shall deal with next
1. Discuss Steps 4 to 7 with your line manager or other trusted person, then write them up into a Development Plan which you should sign off with them.

Provide a copy of your Development Plan to interested parties.

Formula 4 Leadership Personal Development Plan

PMI CHART

Instructions

Consider the guidance given on the previous page before completing this Chart.

PLUS POINTS

[The findings I like and value in the Report]

MINUS POINTS

[Any identified weaknesses, difficulties or areas of concern]

INTERESTING POINTS

[Any other issues or points raised which are worth noting]

Name: _____

Date: _____



Formula 4 Leadership Personal Development Plan (cont)

NAME:

DATE:

PLUS POINT I INTEND TO FOCUS ON:

Celebrate this!

How I am going to use the PLUS POINT:

Devise a plan to coach a colleague or another way you can make this strength visible to those around you.

MINUS POINT I INTEND TO ADDRESS FIRST:

It is always best to be focused and choose one thing at a time. You can expect a 'ripple effect' on the other things you want to change if you do this.

MY GOAL – what I will have achieved in three months' time:

Make it Specific, Measurable, Achievable, Realistic, Time-bound (ie SMART)

MY STRATEGY – how I am going to achieve my goal?

What are you actually going to do? Ideally, make these steps, "Hey, Bob, come and watch me, " statements.

FIRST STEP – what I will do tomorrow:

It is important to describe the first thing you are going to do to address this. The more immediate the better.

WHO WILL BE SUPPORTING ME?

what shall I need from others to gain success?

Formula 4 Leadership Personal Development Plan (cont)

DATE OF FIRST REVIEW:

With coach, trainer, colleague or manager after three weeks.

DATE OF SECOND REVIEW:

With coach, trainer, colleague or manager after another four weeks.

DATE OF THIRD REVIEW:

MINUS POINT I INTEND TO ADDRESS NEXT:

Again, make this relevant to high job performance. Choose another thing that you are sure you can do something about.

MY GOAL – what I will have achieved in another three months' time:

As before, make it Specific, Measurable, Achievable, Realistic, Time-bound (ie SMART)

MY STRATEGY – how I am going to achieve my goal?

What steps are you actually going to take? These should be observable actions that can be expressed as, "Hey, Bob, come and watch me", " statements.

ACTION – what I will do tomorrow:

Again, it is important to be clear about the first step on your way. This is a measure of your intent.

Formula 4 Leadership Personal Development Plan (cont)

PLUS POINTS I INTEND TO KEEP USING:

It is absolutely essential that your strengths are not ignored. They need maintaining and developing. Find ways to share these assets with others.

Signatures

Date