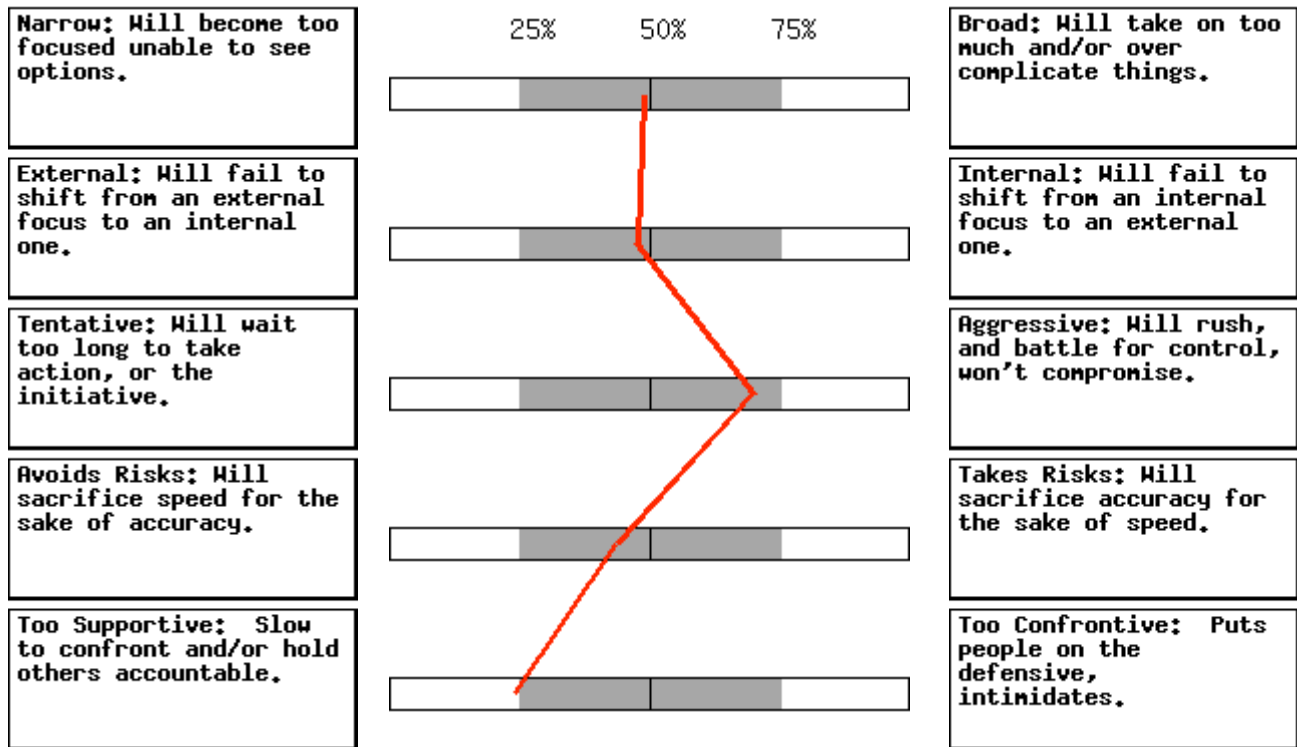


## Management Development Report

Name: Jane Doe - Red



-- This program uses subjects percentile scores on the 20 TAIS scales. These scores are computed against the business leader group.

### Too Narrow

Individuals closer to the narrow focused end of the graph are likely to become too narrowly focused in high pressure situations, failing to attend to information that would help them anticipate the consequences of their actions in advance, and/or failing to see alternative options or solutions. The mistakes they make include: 1) losing some of their ability to listen and/or compromise; 2) Taking action without taking the time and/or caring to think about the negative consequences; 3) Becoming too "hands on" failing to effectively delegate and/or use other resources; 4) Getting caught in details and losing sight of, or forgetting about, the big picture; 5) Losing peripheral awareness, failing to see opportunities (e.g., the open man in sport) and or threats that are off to the side.

### Interventions

1. Create external reminders or systems and procedures to follow to increase awareness and/or counteract the problem:
  - a. Create a set of procedures around decision making that forces the person to ask questions that broaden his/her perspective and forces him/her to look at things from different angles.
  - b. Put up external cues in the situation itself that serve as reminders to the person to use strategies and techniques to broaden their focus of concentration and to think more strategically.
2. Team the individual with someone else who can either remind him/her to broaden his/her focus,

or with someone who can take on that part of the responsibility.

3. Teach the person specific techniques or skills they can use to think more strategically (courses, what questions to ask to broaden one's perspective, anticipate consequences of various courses of action.), for taking time out to give themselves the space and time they need to think before responding, to control the emotions that may be interfering with the ability to broaden their focus. ACT or Attention Control Training procedures, including learning to center, have been designed for this.

### **Too Broad**

Individuals who have a very broad focus of concentration are likely to make the mistake of taking on too many responsibilities, failing to recognize their, and/or others limitations, and as a result failing to follow up on and/or close out some projects or issues. As managers than can get their direct reports going in too many different directions at once, spreading resources too thin. They may become distracted by new events and/or opportunities and jump from task to task without taking the time to either prioritize themselves, and/or ensure that others priorities remain aligned with theirs. In sport, they try and teach too many things and/or make too many changes in an athletes technique at one time. They develop overly complicated game plans and shift from one to the other without really giving athletes time to settle in and/or develop a rhythm.

1. Create external reminders or systems and procedures to follow to increase awareness and/or counteract the problem: Create a set of procedures that forces the individual to minimize external and/or internal distractions. For example, insist on a well thought out agenda that is adhered to by the manger. Have regular meetings to ensure that priorities are aligned and the most critical issues are being focused on and followed up on. Reduce the scope of the persons responsibilities, and/or reduce the number of potential distractions in the environment.
2. Team the individual with someone else who can either remind him/her to narrow his/her focus, and stick to the agenda, or with someone who can take on that part of the responsibility (e.g., being the follow-up person, clarifying and helping everyone stay focused and aligned).
3. Teach the person specific techniques or skills they can use to discipline themselves to do a better job of staying focused on key issues and following through. E.g., developing the habit of creating an agenda for the next day at the end of each day, and then looking at the agenda in the morning and sticking to it. Creating a self-reward system that makes getting involved in new ideas, etc., contingent upon closing out others. Help the person learn to delegate effectively so they have the luxury of focusing on the big picture. Increase the rewards for staying focused and following through.

### **Too External**

Individuals who are too externally focused, make mistakes because they rely too heavily on their instincts, and/or ability to react automatically to situations failing to take the time to adequately analyze and plan when that is required. They fail to anticipate the consequences of their actions. Athletes who let their anger dictate their behavior get make the mistake of getting penalized when they can least afford it. Managers, say things, or write and send memos without adequate reflection on the long-term impact of their action. Both athletes and executives rush, this means they react too quickly to situations. The hitter in baseball gets out in front of the pitch, the shortstop attempts to throw the ball before he's caught it. In business the engineer or sales person agrees to a customer request before thinking about the costs and/or impact the decision will have on the ability to deliver a product on time.

Create external cues, signals, reminders that tell the person to slow down and think before responding. Those may be post it notes, team mates, hand signals, kicks under the table, notes the person carries into the room, etc. Put systems and procedures in place which force the individual to go through certain steps

before responding (e.g., run the idea by someone else, get the buy in of someone, etc.)

Team the individual who's role is to slow things down, and/or make sure that necessary planning and preparation have taken place before the individual enters the actual performance arena (e.g., meets with the customer).

Use ACT training to help the person recognize when to rely on instincts and when to hold back. Use the centering and time out techniques that are associated with ACT to help the person slow down when that is what's required.

### **Too Internal**

Individuals who are too internally focused make the mistake of failing to gather external information that would cause them to make needed adjustments in their behavior and/or performance. They close the door to their office and as a result fail to keep their finger on the pulse of the organization. They fail to read non-verbal signals that would tell them people are not hearing, not understanding, and/or not agreeing with what they are saying. They are slow to react to critical issues (e.g., the hitter in baseball takes a called strike because he was analyzing the situation instead of focusing externally and letting his body react). They don't listen because they become distracted by their own thoughts, analyses, etc.

1. Put a system and/or procedure in place that forces the person to attend to external cues on a regular basis (e.g., walk the floor at these times, maintain an open door policy, etc.).
2. Use others to serve as external reminders to the individual to get out of his/her head. For example empower others to ask the person to repeat what they said, to ask if he/she is listening, to notice when the person's eyes roll up and they go inside their head and point it out.
3. If the individual seems to lack the ability to read non-verbal cues, get them to a course on reading and managing people's emotions. Teach them to use breathing (e.g., centering) and thought stopping techniques like those taught in attention control training to stop analyzing in certain situations and to refocus on external, task relevant cues (e.g., the person's words or eyes, the ball).
4. Get the individual to develop the habit of paraphrasing things that others say to ensure he/she is listening. Teach the person to maintain eye contact when communicating.

### **Too Tentative**

Individuals who are tentative lack the confidence, drive, and competitiveness, necessary to take the initiative, and/or to make decisions and force the issue when that is what's required. They wait to act until they are told, they allow nonproductive discussions to go on too long, they do just enough to get by. In sport, they don't fully commit to a course of action. The hitter in baseball swings late, muscles tighten up and interfere with follow through, weight transfer is slowed down so the hitter hits off his back foot. The golfer leaves the putt short. When confronting in business the test the water first and if they run into any resistance they back away. They are overly sensitive to negative cues, looking for problems and using them as excuses for their inefficiency, poor performance, and/or half hearted effort. Excessive anxiety often gets in the way of problem solving and performing.

1. Identify those situations where the person becomes tentative and put a system in place that reminds the individual to follow a specific program designed to increase confidence, avoid attending to, and/or let go of those thoughts and cues that are generating doubt and anxiety, and to focus on specific process or execution cues.
2. Use others to remind and support the individual's attempts to be assertive and/or to set limits.
3. Get approval to establish a performance enhancement program that allows the individual (for the

short term) to focus on becoming more assertive even at the expense of outcome (e.g., because the behavior they are learning will be more important in the long run than short term gain).

4. Teach the person to use ACT procedures to control muscle tension, to let go of anxiety and doubt, and to refocus on specific task relevant cues. In sport this means combining centering with self instructions that result in maintaining concentration on the ball/target and facilitate coordination, timing and appropriate weight transfer. In business it means using centering, thought stopping, and refocusing techniques to focus away from negative cues and on taking proactive steps.
5. Provide the individual with assertiveness training.

### **Too Aggressive**

Individuals who are too aggressive can, under pressure, become their own worst enemy. The biggest occurs when they under-estimate the competition and/or difficulty of the problem, and then suddenly find themselves in a losing position. On these occasions they have a tendency to become too intense and aggressive trying to force the issue. In business, they became complacent and failed to follow-up and/or keep track of key information. They get blindsided, become angry with themselves and others, take over and try to micro-manage and/or force compliance. They blame others for the problem, make them angry and defensive. Those who are strong stand up and try to push back. Often, the individual is unable to listen and a major and destructive confrontation occurs. Those who aren't strong enough to fight back may passively resist (don't cooperate, give a half hearted effort, etc.). Excessive anger gets in the way of effective communication and problem solving. In sport, the overly aggressive athlete tries 110%, muscles tighten too much and coordination and timing are interfered with. The harder he/she tries the worse things get. The tennis player starts bashing balls instead of placing them, performance problems are blamed on referees and lines persons instead of on the individual's inability to control frustration and anger.

1. Identify those situations where the person becomes overly aggressive and put a system in place that reminds the individual to follow a specific program designed to improve follow through and/or preparation so that surprises are minimized and competitors aren't taken too lightly.
2. Use others to remind the individual to follow up, and use them to help settle the person down when an explosion occurs. Create ways of taking time out, getting the person to step outside for a brief discussion, etc., before responding. Individuals with this type of problem are the ones that benefit most from coaching both inside and outside of the actual performance situation.
3. Teach the person to use ACT procedures to control muscle tension, to let go of anger and doubt, and to refocus on specific task relevant cues. In sport this means combining centering with self instructions that result in maintaining concentration on the ball/target and facilitate coordination, timing and appropriate weight transfer. In business it means using centering, thought stopping, and refocusing techniques to lower anger and arousal.
4. Provide the individual with assertiveness training so that can learn to better balance support and confrontation. Courses in emotional management are also helpful.

### **Avoids Risks**

Individuals who avoid risks tend to be perfectionists, and/or to be overly concerned about making mistakes. In business, it's easier for them to miss a deadline than it is for them to turn in a project that is less than perfect. These people have a tendency to over-engineer things, to get bogged down in details, to avoid taking and sticking with a firm stand, they seem to qualify everything or find exceptions to everything and that keeps them from closing out issues as quickly and efficiently as others would like. Anxiety and/or fear of failure is a key underlying issue here. In sport, these athletes play it safe, if they get an early lead, the pull back and try and protect it, instead of going all out. These individuals tend to

perform better in supportive, structured, and relatively non-stressful environments. Time pressure often hinders their performance.

1. Put systems and procedures in place that ensure the individuals priorities, and performance level expectations, are aligned with those of his/her boss and/or the organization.
2. Pair the individual with someone who is a risk taker, someone who will help to ensure that things stay on track, and/or that the individual does not become too hands on.
3. Provide the individual with training to improve delegation.
4. Where anxiety appears to be a factor provide stress management and ACT training to help the individual let go of negative thoughts and reduce anxiety.

### **Takes Risks**

These individuals make decisions quickly, and often with less information than other people seem to need. They become bored by routines and seek challenges and change. They are more concerned about beating the clock, about finishing first, than they are about making sure all of the little details are attended to. They don't want to be bogged down by the details, just give them the facts. In business, they jump to conclusions without enough data and appear impulsive to those who have the data they lack. They often don't take the time to adequately communicate the reasons behind decisions and as a result don't get people on board. They have a tendency to get too far out in front of others in the organization. The pressure they put others under, to perform and make decisions more quickly, will interfere with the ability of those people to perform when they fall at the other end of this scale. In sport, risk takers go for the interception or the sack in football, when they should play conservative.

1. Identify those situations where the individual loses patience (e.g., with what particular people, in what specific meetings, under what type of pressure) and rushes actions or decisions.
2. Where possible put a system in place that forces the individual to be more reflective before acting. The coach calls time out in sport. In both business and sport, get the individual to prepare for his/her impatience in advance in specific situations, and to have people and/or external reminders in place that will slow him/her down.
3. Provide coaching and/or consultation to help the individual see some of the things he/she is missing that would help him/her slow down. For example, get them to realize that others are already stretched to their capacity, that priorities aren't aligned, etc.
4. Help the person recognize when a crisis is not a crisis, and/or to develop the habit of delaying action for minutes, hours, or a day when possible. For example, a screaming customer can be put on hold for a period of time. Feelings of anger can be expressed after the crisis is past, they don't have to be expressed the instant they are felt, etc.
5. Provide training when necessary to help the individual manager frustration and anger.

### **Too Supportive**

These individuals allow their need to socialize and/or to be liked to interfere with their ability to set limits and make tough decisions. They have a hard time saying no (e.g., taking on more than they should, letting others take advantage of them). They have a hard time shutting their door when they need to, to get work done. When they confront someone they are so sensitive to their feelings that they soften it and/or back away preventing the person from hearing what they really want them to hear. In business,

the sales person tells both the customer and those within his/her own organization what they want to hear. When confronted they agree with the issues and vow to do something about it, but fail to follow through because they don't want to hurt anyone's feelings (e.g., their subordinates who they should be disciplining, etc.). They look for the positive in everything and are often relatively blind to negatives. They are overly optimistic, under-estimating problems and over-estimating their ability to manage situations. In sport, they lack the killer instinct.

1. Identify those situations where confrontation is required and it isn't happening and/or being responded to.
2. Get the individual to develop a structure that he/she will follow to hold people accountable.
3. Get the individual to empower others to hold him/her accountable for confronting issues and following through to see that appropriate actions are taken (e.g., get them to realize they need help to make it happen). Either that or make sure the person has someone who works with/for them that provides the necessary confrontation.
4. Reduce the opportunities for socialization.
5. Don't take reassurance and/or agreement at face value, push for details to ensure that actions have been taken and get the individual to do the same with others (e.g., be a model for them).
6. Provide some assertiveness training for the individual to teach them how to confront appropriately.

### **Too Confrontive**

Often, these individuals are too logical and rational, under-estimating the importance of feelings and the need to at times respond to those feelings. They seem to be oblivious to the fact that there are times when telling people the truth creates more problems than it solves (e.g., confronting a manager in front of his/her direct reports). They don't understand the importance of timing, and the need to maintain enough support when confronting, to keep the person from becoming too defensive, and/or too upset to effectively listen. In business they appear to others to be politically insensitive, and/or uncaring. Others tend to be afraid of them, to see them as intimidating, and/or to feel (whether justified or not) that their confrontations are personal attacks. These individuals work better with other highly confident and confrontive individuals than they do with those who lack confidence and/or experience and need more support and development.

1. Identify those situations where the individual's confrontive behavior leads to problems.
2. Use external reminders (people, notes, etc.) to remind the individual to: a) slow down; b) avoid personalizing the issue; c) provide structure and support that will help the individual keep the criticism and/or confrontation in perspective.
3. Get the person to prepare for confrontation in advance, and to role play it.
4. Teach the individual to use techniques like centering and ACT to manage their own emotions and the emotions of others.
5. Provide the individual with some assertiveness training that will reinforce all of the above.

### **Management Development Plan**

Name:

Date:

**What** type of mistake(s) needs to be improved? E.g., Not setting limits on the customer, saying yes too quickly without adequate thought.

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**When** is the mistake most likely to occur? E.g., In cross functional team meetings, or, when presenting to senior management, or when challenged or criticized.

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**How** can external reminders or systems and procedures be put into place to increase awareness and encourage alternative behaviors? E.g., Carry notes into the situation reminding self of likely mistakes. Create a policy that must be followed before providing a definitive answer (e.g., can't say yes without ....).

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**How** can the individual's responsibilities be redefined, and/or how can others be used to compensate for or avoid problems? E.g., Give some of the responsibility to someone else who's strength compensates for a particular weakness. If the person is too supportive, pair him/her with someone who does the confronting and/or limit setting.

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**What** training can be offered to help develop the appropriate skill sets? E.g., Assertiveness training to develop confrontation skills, or time management to improve efficiency.

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