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Introduction

Recently you completed the Civilian Leadership Development (CLD) Assessment. The CLD Assessment is an assessment instrument that can help you identify your leadership strengths and development needs. Your CLD Assessment results are presented in an Individual Feedback Report that accompanies this booklet. You can use this booklet to help you interpret your feedback report. In addition, this booklet will guide you in using your CLD Assessment results to create a development plan for improving your skills in areas identified as development needs as well as areas identified as strengths.

This booklet contains the following sections:

- About the Civilian Leadership Development Assessment
- Understanding Your CLD Assessment Feedback Reports
- Taking Action on Your Results

About the Civilian Leadership Development Assessment

OVERVIEW OF THE CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM

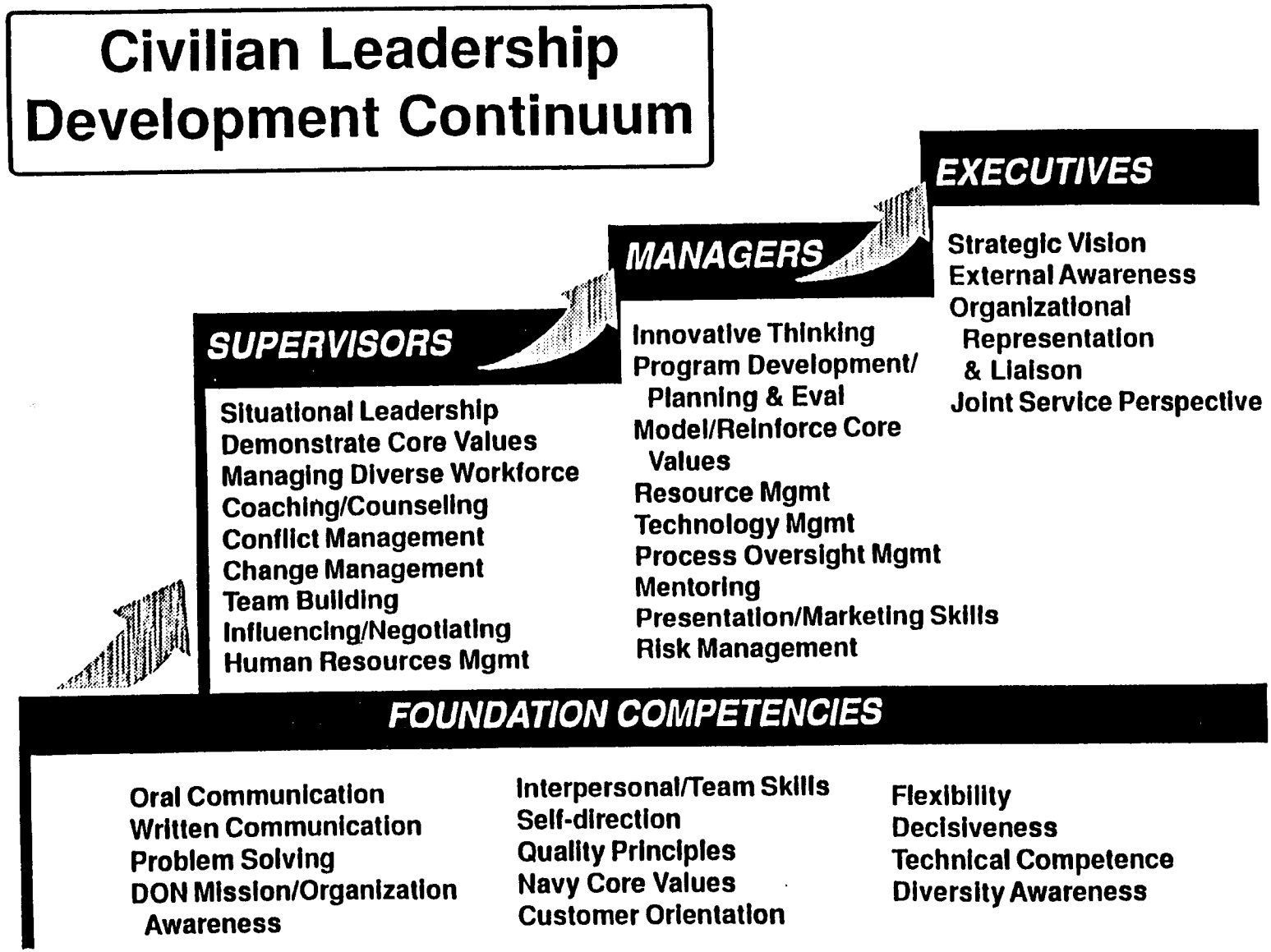
The Civilian Leadership Development (CLD) Assessment is based on the Federal leadership competency model, the Leadership Effectiveness Framework (LEF). The LEF defines 22 competencies that are important for effective performance at all leadership levels within the Federal Government. The competencies describe both *what* successful leaders do (e.g., plan and evaluate, solve problems, and make decisions) and the characteristics that enable them to do it—*how* they do it (e.g., through the use of flexibility and interpersonal skills).

The LEF competencies were determined based on an extensive research effort conducted by the Office of Personnel Management (OPM) in 1991. The research included a literature review that identified the 22 competencies. The competencies were then verified in a survey of Federal executives, managers, and supervisors. With over 10,000 respondents, this survey represents the largest occupational study of this population ever conducted.

In 1995, the Department of the Navy (DON) modified the LEF to 21 competencies and then added 12 additional competencies, customizing the LEF to be more descriptive of civilian leadership standards within the Navy. The resulting model is known as the Civilian Leadership Development Continuum.

Figure 1 on the following page depicts the CLD Continuum. Note that the Continuum indicates the leadership level at which the competencies are most important. This is not to say, for example, *Strategic Vision* is not important at the supervisory level as well as at the executive level. The CLD Continuum indicates where the research showed the competencies were *relatively* more important. Keep in mind that ALL 33 competencies are important at ALL levels—some competencies simply may be emphasized at different times in your career as a leader. Definitions of the 33 competencies are included on the pages following Figure 1. These definitions are also listed in your feedback report. You may refer back to either of these several times as you review your reports.

Figure 1. Civilian Leadership Development Continuum



Civilian Leadership Development Competencies and Definitions

Change Management. Serves as a positive agent for changes in the organization's structural alignment, climate, or operational processes. Learns about and proactively advocates and influences the adoption of promising new ideas, methods, services, and products from knowledge of best practices in government and industry.

Coaching/Counseling. Develops skills in observation, listening, and one-on-one teaching; applies them to assist others to learn and continually improve their performance; and provides effective feedback.

Conflict Management. Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner.

Customer Orientation. Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.

Decisiveness. Takes action and risks when needed; makes difficult decisions when necessary.

Diversity Awareness. Respects and values the differences and perceptions of different groups/individuals.

DON Mission/Organization Awareness. Possesses knowledge of the mission and organization of the Department of the Navy (DON) including an understanding of how the organization fits into the entire DON.

External Awareness. Stays informed on laws, policies, politics, Administration priorities, trends, special interests, and other issues; considers external impact of statements or actions; uses information in decision-making.

Flexibility. Adapts to change in the work environment; effectively copes with stress.

Human Resources Management. Ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee well-being.

Influencing/Negotiating. Networks with, and provides information to, key groups and individuals; appropriately uses negotiation, persuasion, and authority in dealing with others to achieve goals.

Innovative Thinking. Develops insights and solutions; fosters innovation among others.

Civilian Leadership Development
Competencies and Definitions, continued

Interpersonal/Team Skills. Considers and responds appropriately to the needs, feelings, capabilities and interests of others; provides feedback; treats others equitably.

Joint Service Perspective. Demonstrates an understanding of the role of the Department of Defense and the importance of the support roles and missions of all the Military Departments and Defense agencies and how they contribute to the success of DOD overall.

Managing Diverse Workforce. Recognizes the value of cultural, ethnic, gender, and other individual differences; provides employment and development opportunities for a diverse workforce.

Mentoring. Develops the ability to counsel others to help them to achieve personal and professional growth.

Navy Core Values. Exhibits through personal performance the principles of honor (ethical behavior), commitment (technical excellence and quality of work), and courage (mental strength to do what is right).

Oral Communication. Listens to others; makes clear and effective oral presentations to individuals and groups. (NOTE: For persons who are deaf or hard-of-hearing, use of a sign language interpreter may be appropriate.)

Organizational Representation and Liaison. Establishes and maintains relationships with key individuals/groups outside immediate work unit and serves as spokesperson for the organization.

Presentation/Marketing Skills. Demonstrates the ability to clearly articulate, present, and promote ideas and issues before a wide range of audiences, including senior officials, in such a manner as to ensure program credibility.

Problem Solving. Recognizes and defines problems; analyzes relevant information; encourages alternative solutions and plans to solve problems.

Process Oversight Management. Develops/demonstrates the ability to examine systems and workflows within the organization to facilitate process improvement.

Program Development/Planning and Evaluating. Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.

Civilian Leadership Development
Competencies and Definitions, continued

Quality Principles. Understands and applies quality principles such as teamwork, quantitative decision-making, and continuous process improvement to meet or exceed customer expectations.

Resource Management. Prepares and justifies budget; monitors expenses; manages procurement and contracting.

Risk Management. Identifies potential risks to product/program/processes early and implements effective abatement or control measures; defines evaluation criteria early and continuously collects, assesses, shares, and responds to data appropriately.

Self-Direction. Realistically assesses own strengths, weaknesses and impact on others; seeks feedback from others; works persistently towards a goal; demonstrates self-confidence; invests in self-development; manages own time efficiently.

Situational Leadership. Demonstrates and encourages high standards of behavior; adapts leadership style to situations and people; empowers, motivates, and guides others.

Strategic Vision. Creates a shared vision of the organization; promotes wide ownership; champions organizational change.

Team Building. Fosters cooperation, communication, and consensus among groups.

Technical Competence. Demonstrates technical proficiency and an understanding of its impact in areas of responsibility.

Technology Management. Encourages staff to stay informed about new technology; applies new technologies to organizational needs; ensures staff are trained and capable.

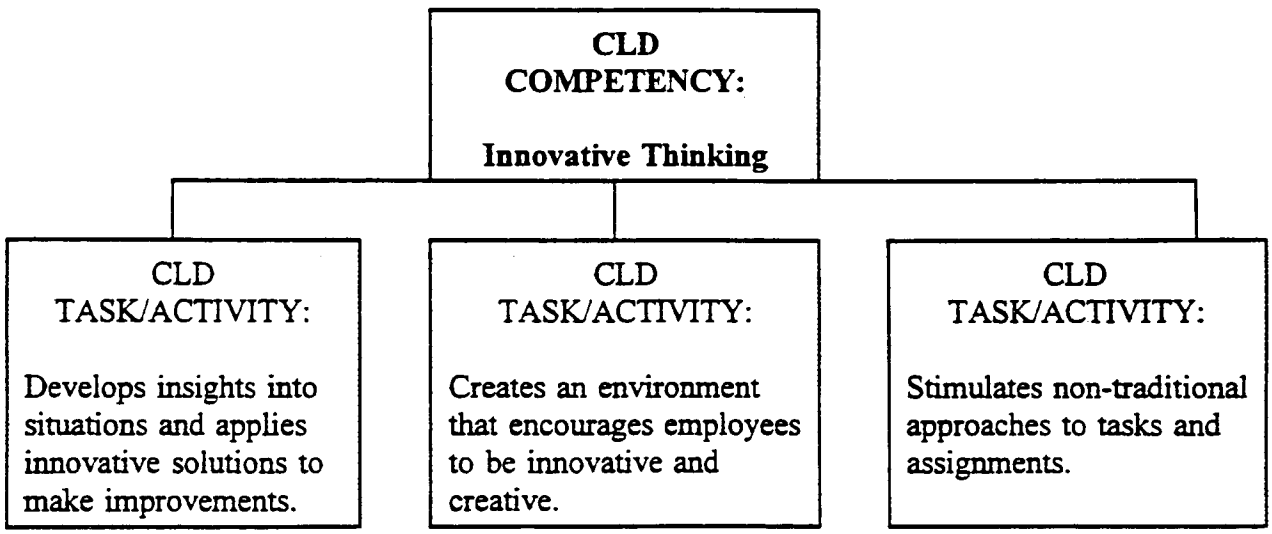
Written Communication. Communicates effectively in writing; reviews and critiques others' writing.

HOW THE CLD ASSESSMENT MEASURES THE CIVILIAN LEADERSHIP DEVELOPMENT COMPETENCIES

The CLD Assessment provides a basis for measuring leadership effectiveness. However, it is often difficult to determine someone's proficiency in a competency such as "innovative thinking." Your supervisor, subordinates, and peers cannot necessarily observe you practicing "innovative thinking." Therefore, it may be difficult for them to make a judgment as to your proficiency in this competency. The CLD Assessment was developed to solve this problem.

The CLD Assessment includes specific tasks and activities that describe each of the 33 competencies. Thus, instead of rating your proficiency in "innovative thinking," you rated your proficiency in the tasks and activities that are related to "innovative thinking." By rating these observable tasks and activities, the CLD Assessment provides a method for measuring the Civilian Leadership Development competencies. Figure 2, below, illustrates the relationship between a competency and its corresponding Civilian Leadership Development tasks and activities.

Figure 2. Examples of Relationship Between a Competency and its CLD Tasks/Activities



PURPOSES AND USES OF THE CLD ASSESSMENT

The CLD Assessment can be used for many human resource development purposes. For example, it can be used to determine your immediate training needs as well as identify areas you wish to develop as part of your career advancement. Alternatively, individual results can be combined to determine overall training needs of all the leaders in your agency. Combined results of a group of leaders might assist the training department with course development, or these results may assist the human resource department with succession planning activities.

While the CLD Assessment serves many human resource development purposes, the results of the Assessment are NOT intended for personnel selection, performance appraisal, or promotion. **CLD Assessment results should be used strictly for development purposes.**

THE ASSESSMENT PROCESS

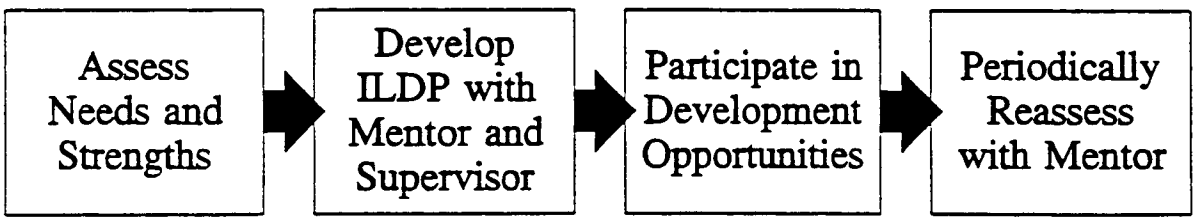
The CLD Assessment describes tasks and activities found to be applicable to the jobs of most Department of the Navy civilian supervisors, managers, executives, and/or prospective leader jobs. Each task or activity is linked to one of the 33 Civilian Leadership Development competencies. For each task and activity, you provided two ratings:

1) The level of proficiency *required* for effective performance in your job, and
2) Your *current* level of proficiency.

In addition, your supervisor, peers, and subordinates may have also completed a CLD Assessment for you. Their results are combined with yours in your feedback report.

Assessment is an important first step in the leadership development process. This step serves to identify areas of strength and development need to help you focus your development efforts. Next, you need to act on your assessment results by developing an Individual Leadership Development Plan (ILDP). Actively pursue the development activities, opportunities, and goals you included in your plan. And since individual development should never be a one-time effort, periodically reassess your progress and skills. Figure 3, below, presents this process in graphic form.

Figure 3. An Effective Individual Development Process

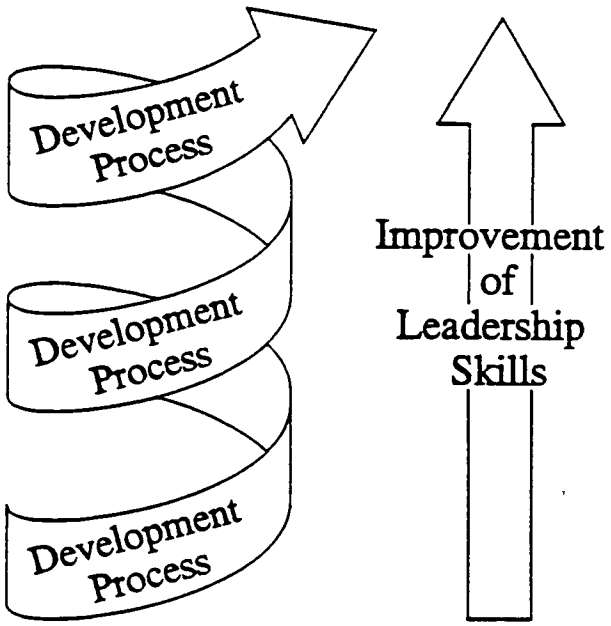


THE ASSESSMENT PROCESS, continued

Keep in mind that assessment is not a one-time event. It is part of an ongoing process that ensures your development activities remain targeted to your most critical, immediate development areas, and areas of future planning. You must continually repeat the process, as information from evaluation causes you to reassess your needs and make necessary adjustments.

Consider the developmental spiral in Figure 4. Each time you repeat the development process, you are moving up the spiral—or continually improving your leadership skills.

Figure 4. The Development Process Spiral



Understanding Your CLD Assessment Feedback Report

WHO SEES MY FEEDBACK REPORT?

Your CLD Assessment feedback report is provided strictly for your own information. You can use the information contained in it for your development activities. Your results are completely confidential. Nobody else will receive a copy of this feedback report unless you provide them with a copy.

WHAT INFORMATION WILL I FIND IN MY REPORT?

Your overall CLD Assessment feedback report is comprised of several reports, organized in four major sections. These reports present your data in various ways to give you a complete picture of your results. Beginning on the next page is an outline for each report, including a description of its features and how it can be used.

WHAT INFORMATION WILL I FIND IN MY REPORT?, continued

Executive Summary

Two reports include:

- **Job Requirements Comparison**

  This graphic report compares your perception of your job requirements with your supervisor's perception of your job requirements. In other words, the graph shows how similarly you and your supervisor view the job.

  This report is based only on the *required* proficiency ratings you and your supervisor provided on the CLD Assessment.

  Data from this report can serve as stimuli for role-clarification discussions with your supervisor. It may also point out competencies where you should be placing more or less emphasis.

- **Competency Ranking**

  This report ranks the 33 competencies by those in which you have the highest development needs to those in which you have fewer needs. It provides rankings from each perspective:

  1. Self ranking
  2. Supervisor ranking
  3. Subordinate's ranking
  4. Peer's ranking

  NOTE: Competency scores are simply averages of all tasks and activities that are related to the competency. Therefore, this report represents only part of the picture. To thoroughly understand your data, you should review the task-level results presented in the other reports.

  This report will help you begin to prioritize development areas and see where your perceptions differ from others.

WHAT INFORMATION WILL I FIND IN MY REPORT?, continued

Overview of Development Needs and Job Strengths

Two reports include:

- **Overview of Development Needs**

  This report identifies five tasks and activities in which you have relatively stronger development needs according to each perspective.

  These behaviors were selected because they indicated:

  - The largest differences between the *required* and *current* ratings, and
  - The highest levels of proficiency *required* by the job.

  This report can be used to help you begin to prioritize development areas.

- **Overview of Job Strengths**

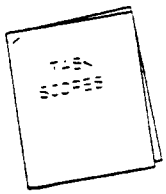
  This report identifies five tasks and activities in which you show relatively more job strengths according to each perspective.

  These tasks and activities were selected because they indicated:

  - The smallest differences between the *required* and *current* ratings, and
  - The highest levels of proficiency *required* by the job.

  Like the Overview of Job Strengths, the data from this report can be used to help you begin to prioritize development areas.

WHAT INFORMATION WILL I FIND IN MY REPORT?, continued



Support Data

This section includes the **Task Scores** report. This report represents the heart of your assessment results. It presents the ratings for each task and activity on the CLD Assessment from each rater group (i.e., self, supervisor, subordinate, and peer).

Data presented for each task and activity are:

- The required rating
- The current rating
- The gap

A thorough review of this report can point out inconsistencies in the data, additional areas for development, or additional areas to discuss with your supervisor.

Development Suggestions

This section includes the development suggestions for improving skill levels in ten areas of need and three areas of strength. These areas are determined based on the development needs and job strengths reports.

For example, development suggestions for the ten need areas represent the two top development needs from each perspective in the Overview of Development Needs report. Development suggestions for the three strength areas represent the top strength from each perspective in the Overview of Job Strengths report.

The development suggestions can be used as part of your Individual Leadership Development Plan (ILDP). The report includes the following sections:

- The task or activity linked to a competency
- Suggested development activities
- Recommended training topics
- Training resources

NOTE: These suggestions are only *stimuli* for your development. You are encouraged to modify (or even create your own) suggestions so that your development activities are tied to your own goals and to the organization's mission and goals.

GENERAL GUIDELINES FOR INTERPRETING YOUR REPORTS

Your CLD Assessment results are intended to provide you with feedback on your leadership skills. Such feedback can be useful in helping you develop self-awareness about leadership strengths and needs. Keep in mind, however, that your CLD Assessment results are not meant to be definitive or cast in concrete. Instead, you should view the feedback as "points of view" or snapshots of your behavior. As such, you should consider the information and form your own opinions as to what fits or doesn't fit for you.

You may also want to combine these results with other sources of information when you determine your development priorities and goals. Other sources may include results from other assessments or conversations with your supervisor or co-workers. A combination of feedback may provide you with a more complete picture of your leadership skills and therefore enhance your development decision-making.

If your supervisor, subordinates, and peers also completed a CLD Assessment for you, refer to the section beginning on the next page for additional interpretation guidelines.

UNDERSTANDING OTHERS' PERCEPTIONS

It is unlikely that even the most effective leaders will agree with their other raters all of the time. Discrepancies between you and your other raters are perfectly normal. Not everybody sees things in the same way. Further, you interact with different people in different ways and in different settings. It is unlikely that you interact with your supervisor in the same way as you interact with your subordinates. Differences between your ratings and those of others may occur for many reasons. Consider those presented below:

Others may not have devoted their full attention to completing the inventory.

Others may define numbers or terms on the rating scale differently.

Others may focus on different phrases within the items, making their ratings different, yet still valid.

Others may have known the participant for only a short time (i.e., the participant is new to the job, or the other raters are).

Others may have an honestly different perception.

Others may relate to you in one setting, which shows only a portion of who you are.

Some tasks may not be easily seen by everyone who provided a rating.

Others may have different perceptions of the importance of certain tasks and activities due to the emphasis placed on those tasks in their own job. In other words, people may tend to rate based on their own "world view."

Some may be unusually harsh in their ratings, others may be unusually lenient.

The anonymity of the assessment may serve as an opportunity for some to be more critical than usual.

While there may be any number of reasons for discrepancies in your ratings, you should not try to be a mind reader. If you are puzzled by your supervisor's data, you should schedule a meeting to discuss your concerns. Likewise, you may want to schedule a meeting with your subordinates and/or peers to clarify the data. If you do not feel you have an open relationship with your subordinates and/or peers—or if you do not feel you can maintain an objective viewpoint—you may want to investigate using a third-party mediator to conduct the meeting. In any case, your goal is to ensure that you have a good understanding of your data so that your analysis is focused on the most critical areas.

UNDERSTANDING OTHERS' PERCEPTIONS, continued

No matter what the reason for the discrepancies, you should avoid guessing which rater gave you a certain score. It is more important to focus on how your behavior affects other peoples' perceptions. Discrepancies, whether justified or not, have the potential to inhibit your effectiveness as a leader. Thus, differences between your ratings and those of your supervisor, subordinates, and peers should not signal distress. Rather, you should review the ratings objectively, focusing on why the differences exist and how they can impact your development plan.

In some cases, perceived differences may not be as substantial as they seem. Consider the patterns of your ratings and those of others. If the patterns are similar, you and your raters may be simply defining the rating scale differently. If this is the case, focus your analysis on areas where the patterns differ. For example, consider the following set of ratings:

Item	Required		Current	
	Self	Super-visor	Self	Super-visor
1.	4	5	4	4
2.	3	4	3	3
3.	3	4	3	3

These may appear on your feedback report as development needs. However, if you look at the patterns of the self and supervisor ratings, you will notice that they are similar. The real difference may not be in your leadership proficiency, but in the way you define "4" on the rating scale and the way your supervisor defines "4." You should confirm this in your feedback meeting with your supervisor.

As you review your data, be on the lookout for other kinds of nuances—situations that you may initially perceive as significant differences, but may actually be the result of different interpretations of terms or ratings.

The following section will guide you through an analysis of your data. It will also help you identify development priorities and create an action plan based on the analysis of your CLD Assessment results.

Taking Action on Your Results

SELECTING AREAS FOR DEVELOPMENT

A thorough review of your CLD Assessment results will help you come to some conclusions about areas for development. The seven-step process outlined below will help you use your CLD Assessment reports to identify potential development areas. Keep in mind that you should identify both needs and strengths. While it is obvious why you would want to develop areas identified as needs, it is often not as evident for strengths. Your strengths are those things that you already do well. Further development of your strengths can help you continue to leverage these areas.

Step 1 Start with the Job Requirements Report

- Look at the patterns of the two lines. Where the patterns are similar, you and your supervisor probably view the job in the same way—you just may have defined the rating scale differently. For example, what you consider "Moderate proficiency," your supervisor may consider "High proficiency."

  Areas where the patterns are significantly different (e.g., they intersect) are areas where your perceptions differ. You may want to discuss these with your supervisor.
- Keep in mind that these numbers represent only *required* ratings.
- Circle any areas on the report that require further investigation. You may also record questions and/or notes on pages 21 and 22.

Step 2 Next, review the Competency Ranking Report

- Consider the competencies toward the top of the page (e.g., maybe the top five in each list), especially those that appear in the top five across more than one list. These represent the areas where your results indicate relatively higher development needs.
- Keep in mind that this report is not meant to convey that these competencies <u>are</u> your development needs. Rather, the competencies listed near the top should serve as a pointer to *potential* development areas.
- You can concentrate your development efforts on a competency as a whole, or you may focus on only one behavior within the competency (i.e., one task or activity).
- Record any questions and/or notes on the note pages.

SELECTING AREAS FOR DEVELOPMENT, continued

Step 3 Consider the Development Needs and Job Strengths Reports

- As with the Competency Ranking Report, the information on these reports should act as stimuli, rather than definitive answers.
- You may want to consider the behaviors near the top of each list, then consider those that appear more than once.
- Remember, development needs are determined based on:
  - The largest gaps between required and current ratings, and
  - The highest required ratings.

  Job strengths are determined based on:
  - The smallest gaps between required and current ratings, and
  - The highest required ratings.
- Record any questions and/or notes on the note pages.

Step 4 Review the Task Scores Report for clarification, confirmation, and any new insights.

- Your review of this report will most likely require the most time.
- This report contains the "hard data." You can refer to this report as you review the other reports to clarify and confirm your findings.
- Use this report to review areas that you circled in previous reports (i.e., those that require further investigation).
- Your review of this report may result in new findings. You may find additional areas on which to focus based on your analysis and development goals. For example, you may find an area where your gaps are low, but your required ratings differ significantly from those of your other raters. Because the gaps are small, previous reports may not identify this area as a development priority. However, based on the required rating discrepancy, you may determine that this area is indeed a development priority.

SELECTING AREAS FOR DEVELOPMENT, continued

- You may first want to compare your ratings with your supervisor's ratings, then compare your ratings with those of your subordinates and peers. This may help you organize your analysis. If you try to compare all four columns at once, you may experience "data overload."

- Again, record any questions, notes, or insights on the note pages.

Step 5

Based on your report review, select some areas for development.

- Here you will work the closest with your mentor and supervisor, identifying areas for immediate development as well as those areas you would like to develop for career advancement.

- Consider areas that you circled or made notes about during your report review in Steps 1-4.

- List your development areas on Worksheet 1. List as many areas as you want to.

Step 6

Prioritize your development areas.

- To help you prioritize, consider the following:

  - Identify what is more important in the job by reviewing required levels of proficiency.
  - Consider any factors that might have "skewed" the data and how much weight to give these factors.
  - Consider your own perceptions of your strengths and needs. (**NOTE:** Your perceptions may be based on your personal goals, conversations with others, or other assessment results.)
  - Consider how one of your current development needs might also be a valuable skill to build on for a future job.

- Write the priority of each development area on Worksheet 1 (i.e., the highest priority receives number 1, next highest receives number 2, and so on).

SELECTING AREAS FOR DEVELOPMENT, continued

Discuss data with your mentor

☞ After you have reviewed the feedback report on your own, meet with your mentor to discuss your feedback and development areas. Make this meeting a frank and open discussion of your data where you identify and discuss your leadership strengths and areas for development.

☞ Be sure to discuss your career interests and goals with your mentor, who can help you:

- Develop a plan for enhancing your strengths and developing your areas of need.
- Identify strengths and needs you have in your current job, as well as identify and build on the skills you will need for higher-level positions you intend to pursue.

Worksheet 1. Selecting Areas for Development

- List your development areas in the left column. List as many as you wish.
- Prioritize each development area by writing a number in the right column. For example, the highest priority area receives a 1, the next highest priority receives a 2, and so on. You may indicate ties if you wish.

DEVELOPMENT AREAS:	PRIORITY

SETTING GOALS FOR CHANGE

Now that you have identified and prioritized several areas on which to focus your development efforts, it's time to develop a plan of action. This section will provide you with a step-by-step process for creating an action plan based on your CLD Assessment results.

NOTE: The five steps that begin below will refer you to ILDP Worksheets 2 and 3.

Step 1 List your priority development areas on Worksheets 2 and 3. Use the areas identified in the previous section.

- Use Worksheet 2 for development needs and Worksheet 3 for job strengths. Write your priority areas in the left column of the worksheets, labeled "Competency."
- Keep in mind that you will be setting development goals for each area that you list. Therefore, list only a "manageable number" of development areas. If you try to list every priority area, you will find it difficult to focus your development efforts.
- You may want to make copies of the Worksheets in case you need more space in which to write development priorities and activities.

Step 2 Identify two to four development activities for each development priority.

- You can use the Development Suggestions Report in your CLD Assessment results as a resource for development activities. Keep in mind, however, that these suggestions are merely *stimuli* for your development. They do not offer hard and fast rules that must be followed.
- Also consider additional activities from such sources as:
  - An agency course catalog
  - Recommendations from your mentor and supervisor
- Feel free to create your own development activities that are appropriate for your situation.
- Try to combine different kinds of activities (e.g., one on-the-job activity, one workshop, and a few related readings). The variety will reinforce your learning.
- List your activities in the second column, in Worksheet 2 for development needs and Worksheet 3 for job strengths.

SETTING GOALS FOR CHANGE, continued

Step 3

Determine a realistic timeframe for completing each development activity.

- Keep in mind that your development goals should be challenging, but not unreasonable. Do not set timeframes that you cannot realistically meet. On the other hand, do not set a timeframe so far out that you forget about it.
- Write your target dates in the third column of Worksheet 2 for development needs and Worksheet 3 for job strengths.
- Write in the date you complete the development activity in the fourth column of both worksheets.

Step 4

Discuss your completed Action Plan with your mentor and supervisor.

- Consult your mentor and supervisor to help you determine how you will coordinate your development activities with your other work activities. They will need to initial their approval on your ILDP.
- You will also want to use the meeting with your supervisor as a time to discuss the ratings he or she provided for you. Guidelines for conducting a meeting with your supervisor are included on page 29.
- Make any necessary adjustments to your Action Plan based on both your mentor's and supervisor's feedback.

SETTING GOALS FOR CHANGE, continued

Step 5

Identify any others who may be involved in your development activities.

☞ Your development activities will not occur in a vacuum. Therefore, it may be helpful to identify others who will be involved in your development efforts. This will help you as you implement your plan, especially in coordinating the involvement of others.

☞ Examples include:

- Your mentor
- Your supervisor
- Training and development specialists in your organization
- Your subordinates
- Your peers
- Family members and trusted friends

☞ Write your decisions in the "Comments" column of Worksheet 2 for development needs and Worksheet 3 for job strengths.

GUIDELINES FOR DISCUSSING YOUR CLD ASSESSMENT RESULTS WITH YOUR SUPERVISOR

Admittedly, discussing CLD Assessment results with your supervisor may make you feel uneasy or awkward. However, the benefits of such a discussion are substantial:

- You can clear up any misunderstandings in your CLD Assessment data.
- You will have a clearer understanding of your supervisor's expectations.
- Your supervisor will have a clearer understanding of your goals and aspirations.
- You and your supervisor will both be committed to your development plan.

Consider the following guidelines for holding a meeting with your supervisor to discuss your CLD Assessment results, Individual Leadership Development Plan, and development goals.

- Schedule the meeting in advance. State the purpose of the meeting and indicate to your supervisor that his/her input is important to you.

- Do NOT schedule the meeting as part of your performance appraisal. The CLD Assessment is designed for developmental purposes only—combining it with your performance appraisal may "muddy the waters."

- Be prepared. You should have thoroughly reviewed your CLD Assessment results and have the following prepared:

  - Questions about your data. You may want to bring your CLD report with areas for discussion circled or highlighted.

  - Your completed action plan (Worksheets 2 and 3). You may also want to bring Worksheet 1, which lists all of the development areas you identified, not just the priorities.

- Try not to be defensive. This is probably easier said than done; however, keep in mind that this discussion is for your leadership development. Try to remain objective so that your CLD Assessment results and your development plan can be put to the best use for you.

LEADERSHIP DEVELOPMENT: AN ONGOING PROCESS

Congratulations! You are already on your way to improving your leadership effectiveness! Your next step is to implement your development plan. As you complete your development activities, remember to review and monitor your progress. From time to time, you may find that you have to make adjustments to your plan. Remember that you should periodically reassess your development plan and personal progress with your mentor.

Keep in mind that your leadership development is an ongoing process. Once you have mastered your top priority development areas, you may want to tackle any lower priority areas. You should also look at additional inputs. Consider current management priorities within your organization. Also consider your own goals, interests, and values. You will find that you are continually repeating the development process:

- Identifying additional developmental areas,
- Updating your action plan,
- Implementing your plan,
- Reviewing your progress, and
- Modifying your plan based on your progress and new information

Leadership development is hard work and takes a great deal of commitment. However, the rewards of effective leadership can be felt by you and everyone around you—including your organization as a whole.