

# **Goal/Objective Setting Effectiveness Profile**

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**Dr. Jon Warner**

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# Introduction and Instructions

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Advice to make sure that you set and achieve goals and objectives now seems to come from everywhere: school, college, work, in sport and recreation, and even in retirement. Setting goals is now seen as a life-long need in order to be successful, or at least to achieve progress in some way, shape, or form. However, perhaps ironically, this widespread call for goal setting as a means to achieving success doesn't mean that the activity is either widely practiced or practiced to the satisfaction of those who do engage in the process. Those who do not set goals at all suggest that the process is often a waste of time and energy (as nothing really gets done). Even those who do set goals commonly suggest that (like New Year resolutions) they fall short of personal goals and targets very quickly (days or weeks sometimes).

Goal or objective setting as a discipline or activity has a very long history (much longer than most modern management methods). Armies in particular have set goals since ancient times to win battles and wars. Over time, these skills have been developed into systems and methods that can be used in much more mundane circumstances and applied to much smaller groups, or even to a single individual, with great success if care is taken and commitment is high.

In itself, the activity of establishing goals and objectives is part of a general process of planning for the future. Goal setting provides a translation vehicle or language from a broad intention to a tangible step or task that is likely to achieve the intent in some way.

Unfortunately to translating intent to specific goals is only the beginning of our journey. Goals do little to motivate in themselves unless other steps are taken. Our task is to unfold each of these steps one by one, and in so doing, create the inspiration for us to stick to the task.

This questionnaire has been designed to be a self-scoring goal setting effectiveness assessment instrument to help individuals understand more about their relative skills in this critical area. Research has shown that there are seven competencies or factors that contribute to good (or bad) goal setting skills. These are

- **Vision Clarity**
- **Direction and Target Setting**
- **Planning and Organizing**
- **Measurement and Milestones**
- **Communication and Engagement**
- **Motivation and Commitment**
- **Results Focus**

These competency categories are suggested to be the main factors that constitute the relative effectiveness of your efforts to set goals more effectively. Each competency is explained briefly in the paragraph under each respective heading. It should be remembered that every statement in each competency acts as an aspirational goal for those wishing to improve their skills in areas where they wish they were stronger. In other words, the 12 statements describe not only the competency, but what you should aim to "almost always" do in order to be effective.

# Completing this Booklet

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Completing this booklet is simple: as you turn the page, read the introductory paragraph to help you understand the competency, and then shade in all the boxes to the score you select from 1 to 5. Always select a full score (1, 2, 3, 4, or 5), not a half score. For example, if you score the question “I reflect on where we might be in five or even ten years” as a 2 (meaning “very frequently”) shade in only the first two boxes on the left. If you score it 5 (meaning “almost never”), shade in the first five boxes from the left. By continuing to do this, you will build up a bar graph or histogram to give you a quick visual reference of your scores.

**Example:** Score = 3

1	2	3	4	5

Because the scores are always 1 to 5 and invariably go from “almost always” or 1 on the left to “almost never” or 5 on the right, once all 12 statements in the competency have been answered, you can quickly see your scores in an overall pictorial sense. As 1 is generally effective goal setting and 5 is generally ineffective goal setting, the longer the bars, the more your profile suggests that you might do more to become a more effective goal or objective setter.

As a final step, add up all of your scores and divide them by 12 (the total number of questions) and shade in the aggregate score box in the same way (this time you will get an exact score like 3.7 so that you can estimate this point and shade in part of a box).

Having shaded the question boxes, you can now look at the competency interpretation notes at the bottom of the same page. These notes will also show you the likely impact of certain scores and possible actions for the high scorers.

Continue to do this for all seven competencies (one competency on each page). After you have completed and read the interpretation notes for all seven competencies, on page 10, you can plot your competency scores on the “spider” diagram shown. Once you have connected all of these points, you will create an overall goal setting profile. In addition, by adding up all the aggregate scores from all the competencies and dividing by 7 you can calculate and enter your total goal setting effectiveness score in the box provided.

Page 10 also provides some further general notes on action that can be taken for your higher scoring competencies.

Finally, a Personal Action Plan checklist is provided on page 11 for individuals to develop a written plan to address some of the items and issues identified. Individuals can copy this page and give it to a friend or family member. Ask them to check after three months or so to see whether you have implemented/are implementing your improvement plan.

**This booklet is yours to complete and keep as a reference document to use in the future. Don't forget, your overall profile is likely to change over time and what you fill in about yourself today might not apply in three, six, or twelve months. However, if you are honest with yourself, this questionnaire will give an accurate picture of your overall ability to set goals and objectives more effectively and where you might want to concentrate your efforts in doing better. You can fill out another booklet in the future to see how well you might be progressing.**

# Vision Clarity

**Vision Clarity looks at the extent to which you successfully generate a broad picture or vision of what the future could or should be like in your mind. It asks the question: “How well do you imagine a clear and compelling picture of what could occur in order to inspire yourself and others to want to change what they are doing now to achieve it?”**

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to set goals and objectives more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

**1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.**

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always		Almost Never		
	1	2	3	4	5
1. I read and listen widely to look to discover tomorrow’s new ideas and possibilities.					
2. I think about how things could be done differently to achieve a better result.					
3. I reflect on where we might be in five or even ten years.					
4. I gather information from people on what they think the future might look like.					
5. I describe future possibilities in interesting and compelling ways.					
6. I am good at describing lots of possible futures.					
7. A compelling vision can inspire people to change a whole organization.					
8. I encourage people to imagine what a future “state” will feel like for them.					
9. I stand back to look at “the big picture” before deciding what we should aim for.					
10. I commit my vision(s) for the future to clear and well-written communications.					
11. I imagine the likely benefits that could arise from various future strategies.					
12. I paint mental pictures to describe what the long-term future could look like.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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## INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you will naturally enjoy reflecting upon what the future might hold and are capable of generating a number of possible ways to get there. You are also likely to be able to translate your vision(s) into tangible goals that are interesting and meaningful to individuals (and that they feel inspired to build upon).

Scales predominantly in the fours and fives (“occasionally” and “almost never”) are likely to mean that you prefer to take only small or incremental steps toward the short-term future. Even this future is likely to be described in relatively narrow terms, with only limited input from and communication to others on how to get there.

## IMPACT

A high score person will be likely to concentrate too much on the present and spend little or no time in thinking about the future (idly or seriously). This means that any goals and

objectives might often be expressed in terms of present and familiar issues with little concern or regard for what is likely to change or could be reasonably assessed to be different with a little creative reflection.

A low score person will be likely to set personal goals and visions of the future for themselves and regularly engage in conversations with others about long-term objectives that might be interesting or worthy. They will also spend a lot of time in thinking about the longer-term future consequences of their efforts or actions today.

## ACTION FOR HIGH SCORERS

High scorers need to build in quality time to reflect on what the long-term future could look like and even generate a number of different possibilities or scenarios before setting short-term goals. High scorers should also engage in talking about possible futures with a wide variety of individuals and build the more useful ideas into their own visions for tomorrow.

# Direction and Target Setting

**Direction and Target setting looks at the extent to which you convert broad wishes and vague intentions into specific objectives and targets to aim for. It asks the question: “How effectively do you select from the range of possible alternative courses of action to describe tangible goals and ways and means of achieving them?”**

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to set goals and objectives more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

**1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.**

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I set personal goals for myself, at least every year.					
2. Dreams only ever turn into reality if you set a clear path to achieve them.					
3. I look to convert the loose intentions of myself and others into hard and tangible goals.					
4. I carefully evaluate various forward options before selecting a target.					
5. I set targets that are specific, action oriented, and realistic.					
6. I avoid allowing vague and aimless aspirations to prevail.					
7. If I find myself or the team “drifting,” I set a nearer or easier target.					
8. I like to spell out the journey to get from A to B.					
9. I keep checking to make sure that my efforts are taking me in the right direction.					
10. I connect broad directional goals with steps that can be taken immediately.					
11. I avoid following target “side tracks” that can take myself and others off course.					
12. I am quick to get people to decide on one direction when there are competing alternatives.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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## INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you are adept at converting broad, vague, or general intentions into very coordinated or aligned direction.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) are likely to mean that you might not invest sufficient time and effort into converting loose aspirations or ideas about possible direction into one aligned and coordinated course of action. You might even aim in more than one overall direction, at different times.

## IMPACT

A high score person will be likely to find it difficult to translate idle thoughts or general dreams about the future into specific directional steps that either they or others can take in the short term. High scorers might come across as indecisive, deliberately vague, and aimless and even be prone to causing confusion by identifying more than one possible direction to take.

A low score person will be likely to enjoy creating concrete and practical action plans that can be quickly and easily followed by themselves and others. They will also stay focused on one overall direction or course, and make sure that they are not distracted unless absolutely necessary (in which case they will adjust course and tell everybody who needs to know about it clearly).

## ACTION FOR HIGH SCORERS

High scorers need to weigh alternative courses of action to achieve a future result more quickly and to arrive at one broad direction that they can readily describe and communicate to everyone in clear language. They can also invite one or two others to help them stay on track and keep the target clear for all to see.

# Planning and Organizing

**Planning and Organizing looks at your ability to build balanced and comprehensive strategies to achieve your goals through careful preparation and organization. It asks the question: “How well do you orchestrate yourself, the resources and time available to you, and the people around you, to give yourself the best possible chance to achieve your objectives successfully?”**

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to set goals and objectives more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

**1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.**

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I list all my draft goals and look for clashes, possible problems, and inconsistencies.					
2. I talk to other people about their targets and priorities before I finalize my own.					
3. I carefully assess the resources that are available to achieve a particular outcome.					
4. I prepare myself to make time to work on my objectives regularly.					
5. I calculate how much time and effort it will take to achieve particular goals.					
6. I evaluate where I will need help or what additional skills or experience I might need.					
7. I evaluate any weaknesses or shortfalls in my capacity to meet targets or deadlines.					
8. I prioritize my objectives into the most and least important.					
9. I ensure that I obtain full commitment from others who will help to achieve my goals.					
10. I ensure that all my objectives are balanced, coordinated, and aligned.					
11. I translate my goals, targets, and organizational objectives into a simple written plan.					
12. I estimate “lead” time that might be necessary to achieve each objective by the stated deadline.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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## INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you engage in quiet and reflective planning and organizing about how to achieve your goals before you potentially waste time by getting started too quickly. You will therefore carefully assess the time and resources you have available to you and organize yourself to achieve the best result you can in a planned and ordered way.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) are likely to mean that you have little time or commitment to planning and organizing, and are more likely to jump straight into the “deep end” and hope for the best. Goal clashes, misalignment risks, gaps, limited resources and time difficulties might therefore all go unnoticed until you run into the proverbial “brick wall” and can go no further.

## IMPACT

A high score person will be likely to find that their lack of careful preparation and effort to organize at the outset will

quickly lead to an inability to reach even their first milestones successfully (unless, they are extremely lucky). Goals and targets may also be attacked randomly and with very little effort.

A low score person will be likely to prioritize themselves, the time that they have available, and other people and resources when they need to be called upon to help achieve the objective. They will therefore also understand general risks and potential problems that could be faced and have contingency plans and alternative strategies ready to unfold, if required.

## ACTION FOR HIGH SCORERS

High scorers need to invest more of their up-front time in planning and organizing well before they “jump in” or try to achieve their objectives. They therefore need to look for balance and coordination between objectives and ensure that they have the capacity to meet deadlines or targets, or to change the plan or the goal where necessary.





# Communication and Engagement

**Communication and Engagement looks at the extent to which you involve people in helping to shape future goals and successfully engage them in the effort necessary to reach the chosen destination. It asks the question: “How well do you create a climate in which people feel that their input into identifying and assessing objectives is valued and give their best efforts to help achieve the targets set for them?”**

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to set goals and objectives more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

**1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.**

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I “walk the talk” to solicit general input on what we should be aiming for.					
2. I invite individuals and groups to provide suggestions on possible goals.					
3. I listen to any relevant directional feedback, both formal and informal.					
4. I generally discuss the challenges and hurdles we face with people.					
5. I invite comment on my draft goals before I finalize them.					
6. I ask people what they think will be needed to meet or exceed targets.					
7. I encourage people to take on goals that they would enjoy or would interest them.					
8. I openly value people’s suggestions and ideas on ways to achieve goals.					
9. I ask people to find ways to work together in pairs and as a team toward objectives.					
10. I engage people regularly in progress discussions.					
11. I am open to any ideas on better or shorter ways to reach a destination.					
12. I clearly explain why goals have to change or differ when necessary and what we have to do as a result.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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## INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you openly and genuinely seek widespread input from others on their thoughts, comments on possible goals, and their ideas about how goals might be best achieved. To do this, you will actively solicit input in a variety of ways and get as many people to engage in the process as you can.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) are likely to mean that you involve people in a limited way or only superficially in talking about the future and about particular objectives to get there. You are therefore typically over-reliant on one-way, rather than two-way, communication and feedback.

## IMPACT

A high score person will be likely to spend little time in trying to create an open communication climate, or one in which people feel that their input is worthwhile and directly drawn

upon to set final goals and targets. As a result, people might feel disenfranchised and possibly less committed to working positively toward established targets of their own volition.

A low score person will be likely to not only invite a variety of initial directional input, but maintain their two-way feedback style on progress toward goals and any adjustments that might be necessary. They might therefore more naturally engage others in offering their willing support and help without having to be asked.

## ACTION FOR HIGH SCORERS

High scorers need to listen carefully to the input and ideas of a variety of people about what they think of possible goals and about any ideas of their own on future objectives that could be beneficial to set and pursue together. This open communication environment needs to be maintained regularly and consistently.

# Motivation and Commitment

**Motivation and Commitment looks at the extent to which you successfully encourage people to give their best and inspire yourself and the team to maintain the momentum of effort and commitment, despite any obstacles along the way. It asks the question: “How well do you find creative ways to challenge people to work hard toward a target and help them overcome any hurdles when ‘the going gets tough’?”**

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to set goals and objectives more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

**1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.**

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I translate goals and objectives into language that everyone will understand.					
2. I find different ways to explain what efforts are needed to achieve targets.					
3. I invite people to develop their own tactics and approaches to achieve objectives.					
4. I ask people how I can assist them in giving as much commitment as they can.					
5. I am positively intolerant of average levels of effort and mediocrity in general.					
6. I provide a role model for personal goal achievement.					
7. I look for innovative ways to capture people’s enthusiasm about targets.					
8. I describe small but meaningful incentives for people to reach objectives.					
9. I ask people to share their goal successes to help motivate others.					
10. I coach people through the difficult times when they occur.					
11. I present progress toward targets to inspire people’s best efforts.					
12. I recognize and encourage outstanding performance.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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## INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you are often looking for new and different ways to encourage or inspire people around you to have high levels of personal commitment and energy to achieve overall goals. This typically means finding a variety of ways to appeal to different individuals to solicit their enthusiasm.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) are likely to mean that you typically expect goals and targets to be sufficient in themselves to provide enough motivation to harness people’s best efforts, or to inspire their hard work and energy. You are therefore likely to be over accepting of ordinary efforts and half-hearted commitment.

## IMPACT

A high score person will be likely to use few or no motivational techniques or methods to capture people’s imagination or enthusiasm about meeting or exceeding

targets that have been set. In addition, they will infrequently communicate results, make presentations on progress, or use any individual or team successes to help inspire others to higher things.

A low score person will be likely to use a variety of approaches to engage people fully in hard work, committed effort, and independent action to pursue objectives strongly. This will usually include acting as a personal role model and using every available opportunity to motivate people past any tough hurdles that they might face.

## ACTION FOR HIGH SCORERS

High scorers need to plan a range of broadly appealing motivational methods that can inspire people to work hard at their goals and not give up easily when they face the occasional problem or difficulty. They can also more strongly promote small goal successes to help bring about success in larger or more significant objectives.

# Results Focus

**Results Focus looks at the extent to which you maintain a firm eye on useful output results and outcomes, and not just input activity and misdirected effort. It asks the question: “How tough are you on yourself and others in accepting only outcomes that add real value or represent measurable achievements that can be recognized and rewarded accordingly?”**

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to set goals and objectives more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

**1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.**

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I coach people to understand that all goals need to be outcome focused.					
2. I encourage people to think about whether all of their efforts are adding value.					
3. I ask people what is the best result that could be achieved.					
4. I assist people to convert input-focused to outcome-focused goals.					
5. I am quick to identify and put a stop to wasted or low value effort.					
6. I invite people to regularly assess how far they have “really” traveled or progressed.					
7. I ask people to invest as much effort as they can to meet targets ahead of time.					
8. Where I myself or others are struggling, I ask people to rally around to stay on track.					
9. I recognize and reward great results, not high levels of input that lead nowhere.					
10. I recognize those who achieve good results more than those who invest a lot of time.					
11. I openly applaud initiative, creativity, and tenacity in trying to achieve a good result.					
12. I encourage people to be painstaking, patient, and persistent in working carefully toward their objectives.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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## INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you distinguish readily between input- and output-focused effort and energy. This means that you are not impressed by high levels of activity without it also leading to tangible results or outcomes that have real value or worth to you or the organization.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) are likely to mean that you might reward input activity without checking whether substantive improvement and results have been achieved. You might also allow individuals to set goals that add little or no true value, even when they have been successfully achieved.

## IMPACT

A high score person will be likely to leave people mainly to their own devices in setting their objectives and provide little or no coaching in making sure that written goals (and the subsequent efforts to achieve them) are geared to making

worthwhile contributions. They are also likely to offer little progressive guidance or instruction as long as people appear to be contributing well.

A low score person will be likely to regularly point out to people that all of their goal achievement efforts should culminate in real and meaningful progress. To do this, they will be intolerant of low-value effort and praise people’s efforts to achieve a good and valuable result, even if the input effort was quite small in time or energy.

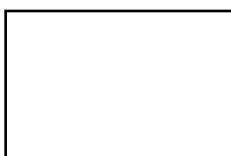
## ACTION FOR HIGH SCORERS

High scorers need to practice writing outcome-focused goals for themselves and others around them and maintain a constant vigilance to ensure that effort of low worth is minimized. They should also prioritize the approaches that can help them to achieve the best possible and most worthwhile outcomes (and reward people for high value-added achievements accordingly).

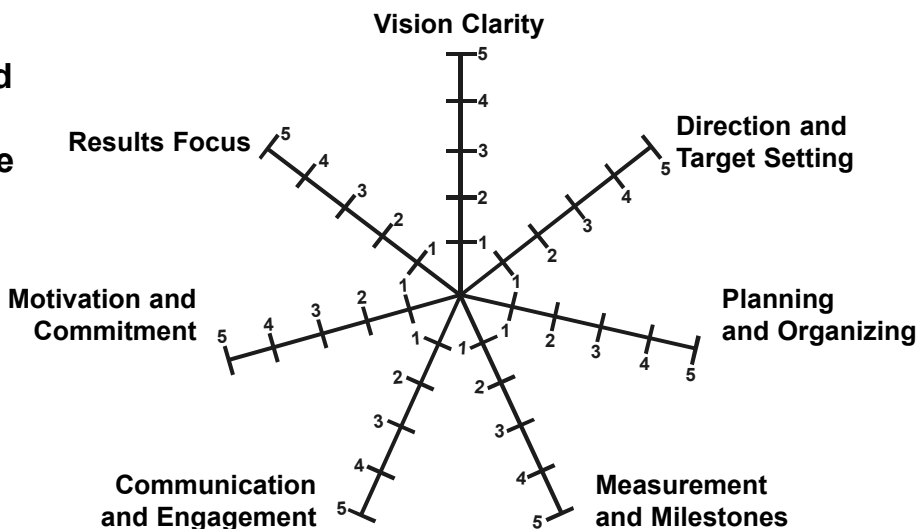
# General Interpretation

Each of the seven competencies on the previous pages will create a small histogram when the blocks are shaded in with the composite score at the bottom of each competency being the average of the 12 scores (total scores in the competency divided by 12). Averages of 2 or less in each competency are “good,” scores of 2 to 4 are “worthy of further reflection,” and scores of more than 4 are “in need of attention” and might need some immediate focus. In an overall sense, while each competency is a self-contained mini questionnaire in its own right, your average scores for all seven competencies can be plotted along side one another on the chart below.

## Your Total Goal and Objective Setting Effectiveness Score



(Add all seven average scores and divide by seven)



By plotting your average score in each competency on each corresponding axis and by connecting your crosses, you create a quick diagrammatic view of your overall goal setting profile, the closer your scores are to the center, the better. Efforts to start improving your goal setting skills can be concentrated where scores are highest (and generally greater than 3). Although there is no prescriptive strategy that can be recommended for everyone (you must develop your own personal plan), general actions to be taken in each competency (if it is your highest overall score of the seven) are as follows:

<b>Vision Clarity</b>	Look to take an interest in what the future might hold by listening and reading and talking about leading-edge thinking or concepts (and reflect upon the impact of what could happen in your own organization or own world). Aim to turn your broad ideas to a specific picture that can be communicated to others in a compelling way.
<b>Direction and Target Setting</b>	Start setting clear goals for yourself, and use the experience to set broader targets that are concise and action oriented that others find clear and easy to follow. Learn to keep checking with your written goals to ensure that they remain realistic and that you stay on track.
<b>Planning and Organizing</b>	Talk to people about their priorities and commitments before estimating how much time, effort, and resources might be necessary to achieve particular goals. Use this experience to build appropriate lead times into goals or to plan and organize people to help where this is necessary and appropriate.
<b>Measurement and Milestones</b>	Review your written goals and targets to ensure that they have appropriate staging posts and specific performance indicators that are relevant and capable of being influenced by your efforts or those immediately around you.
<b>Communication and Engagement</b>	Seek a variety of ways to engage people in conversations about future goals and targets. Make mental notes about useful ideas and suggestions that can be drawn upon to describe how objectives might be pursued in a cooperative and positive way by everyone.
<b>Motivation and Commitment</b>	Be clear about what has to be achieved, but give people plenty of room to comment upon how it is to be done. Encourage individuals not to accept average performance and to stretch toward higher goals enthusiastically.
<b>Results Focus</b>	Guide yourself and others away from goals that lead to wasted or low-value effort and aim to write and work on goals that lead to worthwhile outcomes that take you or the organization forward to genuinely better places. Applaud people’s commitment and persistence to follow through strongly and consistently.

# Goal/Objective Setting Effectiveness Action Plan

**My overall score is**

**Date of Action Plan:** \_\_\_\_\_

**The areas most in need of attention (in priority order) and their aggregate scores are:**

	SCORE	COMPETENCY
1.	<input type="text"/>	_____
2.	<input type="text"/>	_____
3.	<input type="text"/>	_____

**My specific plans for becoming more effective in Competency 1 are:**

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

**My specific plans for becoming more effective in Competency 2 are:**

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

**My specific plans for becoming more effective in Competency 3 are:**

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

**In overall terms, I will stop doing or reduce my involvement in:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## **ABOUT THE AUTHOR**

Jon Warner is a professional manager with over 20 years' experience working with multinational companies in the United Kingdom, Europe, the United States, and Australia. He has been the senior staff member in human resources departments, and has held several professional leadership positions with responsibility for large groups of employees. Jon has in recent years been involved in wide-ranging organizational consultancy work and the pursuit of best-practices leadership for such major organizations as Mobil Oil, Qantas, United Energy, Dow Corning, Coca Cola, Barclays Bank, National Bank, Honda, BTR, Gas and Fuel, Air Products and Chemicals, and Caltex.

Jon is managing director of Team Publications PTY Limited, an international training and publishing company committed to bringing practical and fun-to-use learning material to the worldwide training market, such as the One Page Coach® storyboard-based integrated training packages. He holds a master's degree in Business Administration and a Ph.D. in organizational change and learning, and lives and works on Australia's Gold Coast.

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