

LEADERSHIP SKILLS INVENTORY — 360°



Manage less and lead more by pinpointing the specific skills you need to develop in order to increase your leadership effectiveness.

Name of Participant:
Sample Report
Date of Assessment:
Jan 3, 2018

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Introduction

The **Leadership Skills Inventory** is based on the research in applied behavioral science and leadership effectiveness. It focuses primarily on helping you develop your ability to manage “self” and the “people” side of leadership. The research on emotional and organizational intelligence continues to substantiate the validity of leadership skills in this inventory.



This 360 (LSI 360°) is based on a condensed and streamlined version of our book **Transforming Leadership** (<http://www.crgleader.com/books/transforming-leadership.html>). It will provide you with the theoretical and research background upon which the LSI-Self instrument is based. Completing this learning tool will position you to manage less and lead more, by guiding you to pinpoint the specific skills you need to develop to increase your leadership effectiveness. This tool also supports those who are reading the book (also co-authored by Dr. Anderson), **Every Officer Is A Leader** available at <http://www.OfficersIsALeader.com> (<http://www.OfficersIsALeader.com>). The same skills are in focus in both books.

Note: The **LSI 360°** was not designed to assess your ability in technical or operational managerial areas.

The **LSI 360°** will help you gain insight and formulate a solid leadership development plan.

How to use this report

CRG assessments are for development purposes therefore these results are best used by you to advance your leadership capabilities in whatever context this 360° was completed. This is achieved by the following.

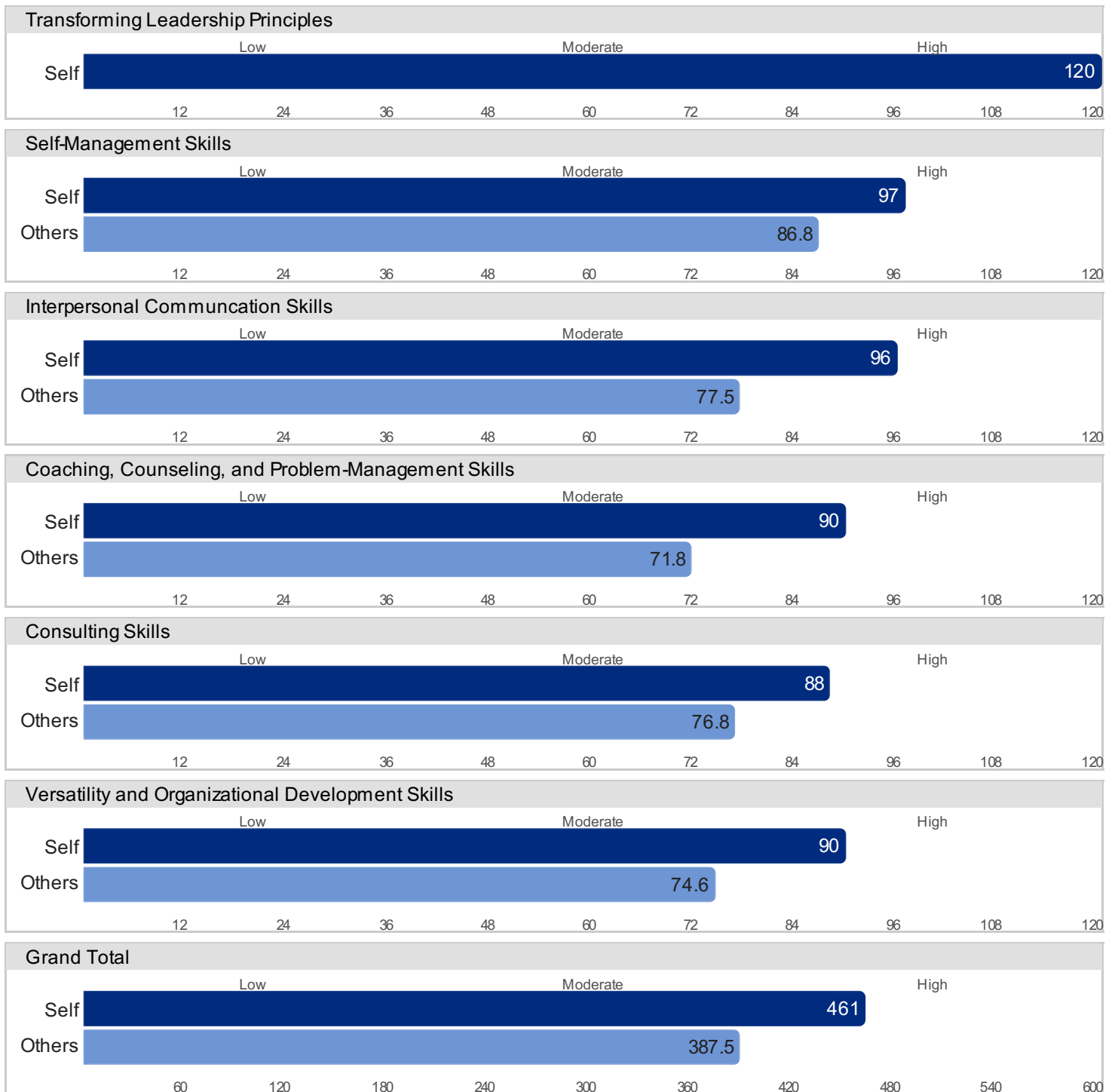
1. Confirm you are generally in agreement with the 12 **Transforming Leadership Principles**. If you are not in agreement with TL Principles then further discussion should take place to confirm if you are ready and willing for leadership development.
2. Review the executive summary of your overall total scores both self and others in each section. This will provide you a general view of how you and others view and experience your leadership in the five Transforming Leadership skill sets.
3. Examine each skill section in detail to determine what you are doing well, areas of potential improvement, agreement and/or disagreement between you and your observers.
 - o For the purpose of this report when Others and Self both scored 7.0 or higher then that skill is identified as a **Strength**. Please note that scores of 9 to 10 reflect that you not only reliably perform that skill, but can teach it and demonstrate it to others.
 - o If both, Others and Self scored 5 or less - then that skill has been identified as a **Development Opportunity**.
 - o The **360° Gap** appears beside any skills where the Self and Others score differ by 2 or more points. When gaps occur we recommend that you investigate and learn from others the potential reasons for these gaps. It is critical to confirm perceptions and to have a reality check to know how our behaviors are affecting and influencing others.
4. Using the insights gained from this **LSI 360°** report, outline and document a plan to develop the leadership skills that are important to your success.

Through the **LSI 360°**, you can become more confident, better equipped, and more effective with a wider range of individuals, teams, and organizations.

Executive Summary

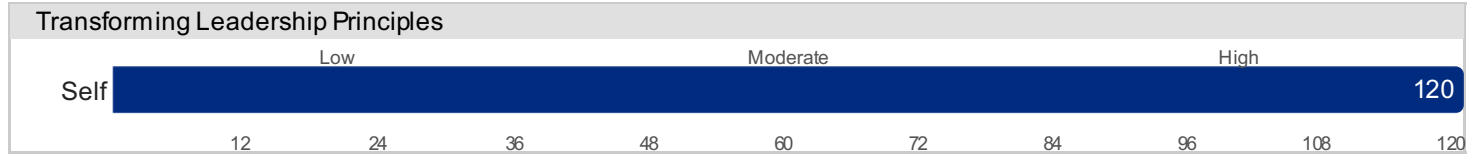
Total scores of 96 or higher in each section, indicate you have a high degree of confidence in your ability to perform the skills of a particular section. If you have less than 96 in one or more sections, that indicates you would likely benefit from some type of coaching or training in some of the specific skills of that section.

Your Grand Total Score allows you a pre-post-comparison of your overall score and also helps establish benchmarks and norms for groups, teams, and organizations. You can use the Grand Total Score (or any one of the five section totals) to compare your pre-coaching/training score with your post-training score.



Transforming Leadership Principles Interpretation

If you have a total of less than 72 on this page, you will likely find **Transforming Leadership** either new or contrary to your present or preferred way of functioning. If you have a total of more than 96, you will likely find yourself moving in the direction of **Transforming Leadership** as your preferred approach to people and organizations.



#	Score	Principle
1	10	Every person in every situation is having an impact, for better or worse, on the people and the current situations.
2	10	Learning to observe this impact alerts us to the reality of positive or negative leadership opportunities and events.
3	10	Everyone can choose to work toward making a positive difference, at each moment, with each person.
4	10	The use of positive and respectful power and influence is necessary for leadership to have enough impact to be effective.
5	10	Individuals determine within themselves what to do, how to act, and how to treat people.
6	10	Leadership is the understanding and meeting of the deeper needs of the people being led/served.
7	10	Leadership has a moral component that is centrally important to all other aspects of leadership.
8	10	Transforming Leadership understands and involves others, so they can gain a critical sense of belonging and also experience a mutual sense of respect and trust.
9	10	There is opportunity for leadership in every environment, interaction, situation, and moment.
10	10	Long-term impact and long-term development is more important than just immediate results.
11	10	Leadership begins deep within a person's belief and value structures.
12	10	There could always be a deeper understanding of reality beyond what is currently understood.

Professional Development and Planning Section

Why Become a Transforming Leader?

Skilled Leaders are critical to the success level of any venture, both profit and non-profit. This was validated in the research Jim Collins and his team conducted for his book, *Good to Great*. They confirmed that the most successful organizations had skilled Transforming Leaders at the helm. (Jim Collins called them Level 5 Leaders.) Our research, however, has shown that **fewer than 1 in 10** professionals (as observed in video-taped assessment sessions) have competency in the whole range of skills to Level 4 competency (scores of 7 to 8). And even fewer individuals have the abilities—Level 5 competency, scores of 9 to 10—to teach others the skills outlined in the *Leadership Skills Inventory*. This confirms why there is such a Leadership vacuum globally in organizations, from government to business; they simply do not have the Transformational Leadership Skills to achieve success.

Fortunately, the old *adage leaders are born not developed* is not true. Effective leadership behaviors can be observed, learned, and transferred to others. These behaviors can be broken down into “micro-skills” and demonstrated, practiced, and refined. Competency can be developed. We must point out, however, that skills are not wisdom. How you go about integrating the various skills into your personal leadership style is a matter of your individual creativity and it requires much intentional practice and development.



The *Leadership Skills Inventory* documents a comprehensive and integrated model to develop **versatile, skilled, and appropriate Transforming Leaders**. The *Leadership Skills Inventory* and the book [Transforming Leadership](http://www.crgleader.com/books/transforming-leadership.html) (<http://www.crgleader.com/books/transforming-leadership.html>) are written and designed on theory and supportive research in self-development, communication, coaching, problem-management, small-group facilitation, and organizational development. When leaders are performing at their best (and successfully), they are by definition implementing the competencies and skills outlined in this research. Therefore, the [Transforming Leadership](http://www.crgleader.com/books/transforming-leadership.html) (<http://www.crgleader.com/books/transforming-leadership.html>) book and the *Leadership Skills Inventory* can help individuals pinpoint the specific skills set and practices that people need to help them develop into more successful leaders.

Realistic Expectations: How Quickly Can You Develop Your Leadership Skills?

Most people who aspire to be effective in leadership realize the complexity of the task. They understand that development does not come quickly or overnight or from a course or a book. Becoming a fully competent Level 5 Transformational Leader takes time. That might be one reason why we found so few fully competent leaders in our research. Competency requires a commitment to long-term development. People who believe there is a quick-fix method are misleading themselves. And the quick-fix notion is not reflective of the thinking of a Transformational Leader.

The skills in the higher sections can literally take years to master. Of course the timeline for becoming a true Transforming Leader is no different than the timeline for mastering other skills sets, from medicine to athletics.

Steps and Timelines to Consider in Your Skills Development Journey

Steps and Timelines to Consider in Your Skills Development Journey

Below we have simply outlined potential timelines and considerations to help you review your own skills development. Obviously these can vary, depending on your current level and starting point, and the inherent speed at which you can learn and master a new skill.

- **Knowledge about concepts and skills** can take a few hours to a few weeks to internalize.
- **Understanding and acquiring working knowledge** (ability to try the skills on your own without supervision) can take a month or two.
- **Competency** (the ability to perform reliably at will) is learned through mentoring, training, coaching, and making unpleasant mistakes as well as enjoying successes. For some of the more complex skills, this stage may take six months to two years.
- **Dynamic creativity** in the application of skills comes after many years of practice and experience.
- **Ability to mentor and train others** comes when your own skills sets are well established and you are able to be unconsciously competent in a wide range of skills. This is a master's level, which usually takes years to develop.

As you proceed into your professional development planning section, please keep in mind the above timelines for each level of competency. Disillusionment, frustration, or giving up on your development can occur when you set unrealistic expectations on the speed at which you develop your leadership skills. Keep in mind there are rarely unrealistic goals, only unrealistic timelines. We also want to point out that experience and maturity are not linked to a person's leadership competency. In other words, older does not always mean wiser; it may simply mean older.

Professional Development and Planning Section

On the following pages, you will be given the opportunity to review each skill in each section, make some planning notes, and record your skill development goals. Please list any skills you think you need to develop to fulfill your roles, responsibilities, or objectives.

Because Leadership Skills are developed, we suggest you retake the **LSI 360°** after a period of time and/or after a training session. By examining the difference between the before and the after scores, you can determine if your development plan is being effective or if you need to consider new skills development strategies.

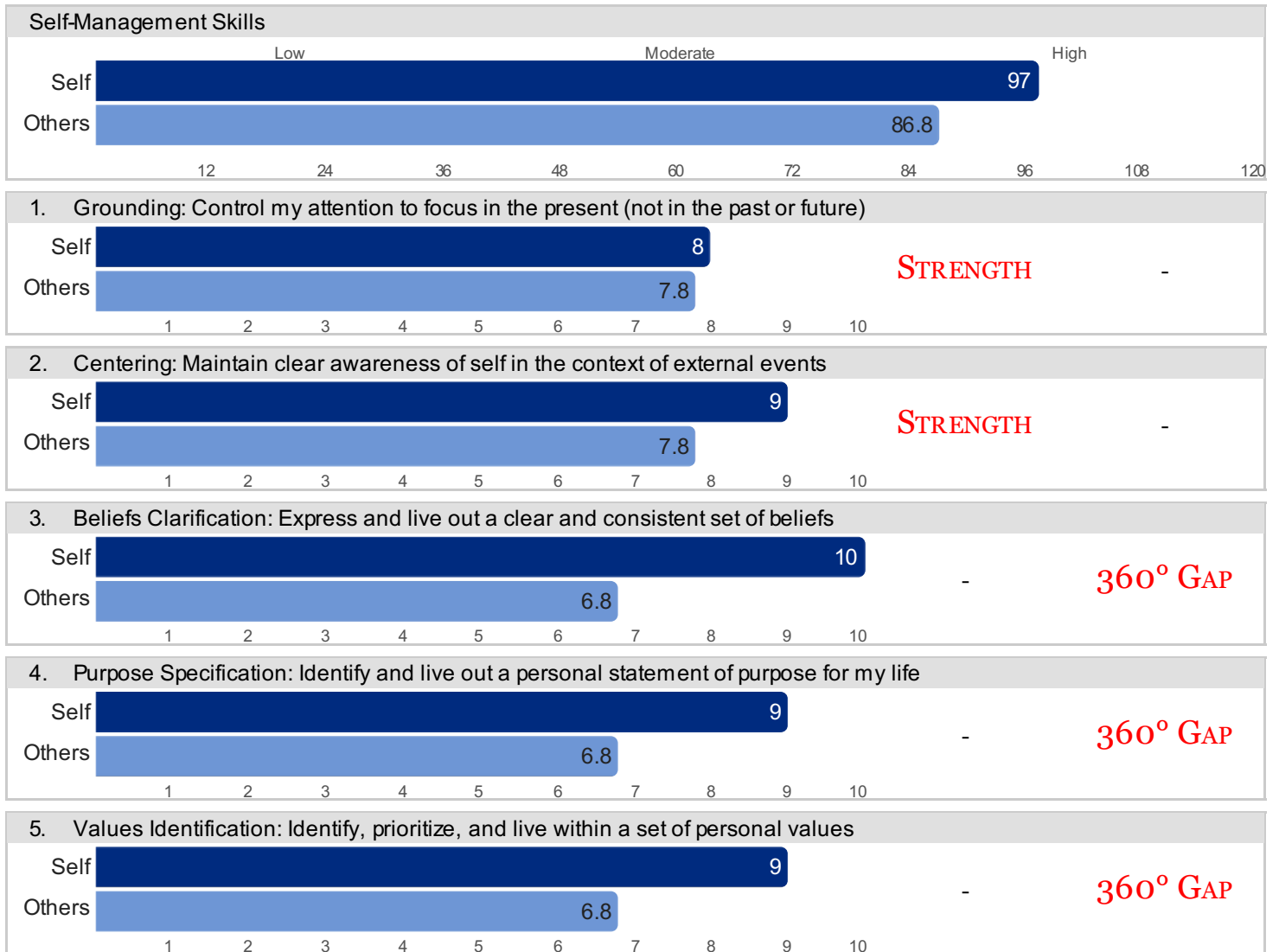
A complete and detailed discussion of each skill is found in our [Transforming Leadership](http://www.crgleader.com/books/transforming-leadership.html) (<http://www.crgleader.com/books/transforming-leadership.html>) book. You can order the book from CRG Consulting Resource Group International, Inc.

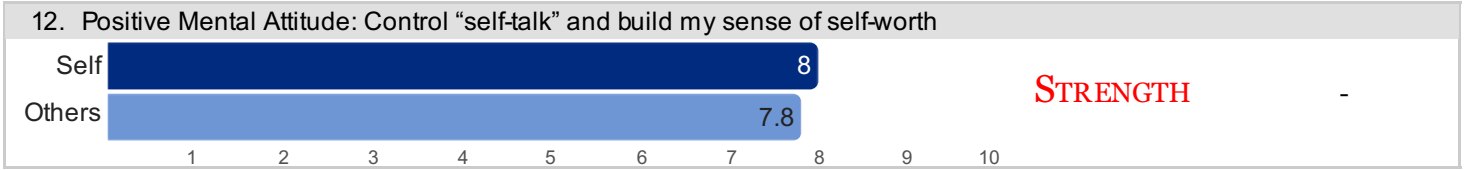
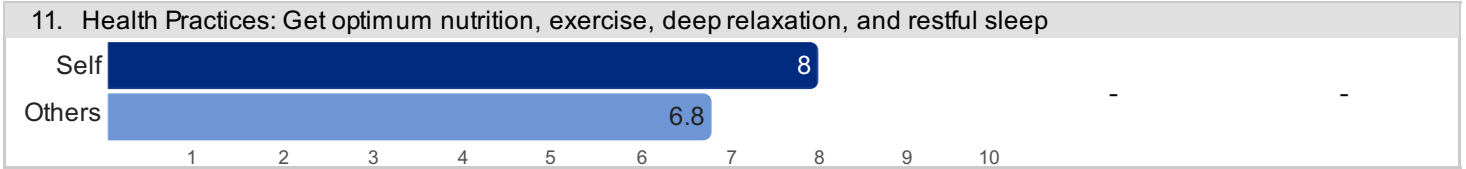
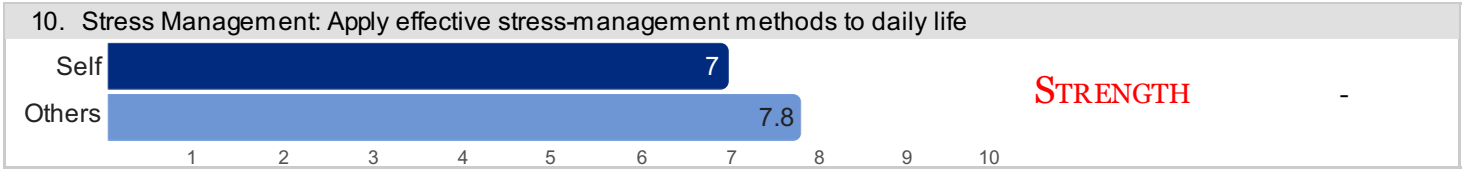
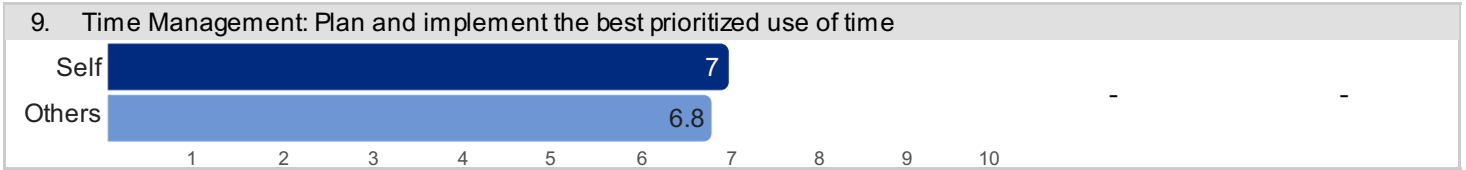
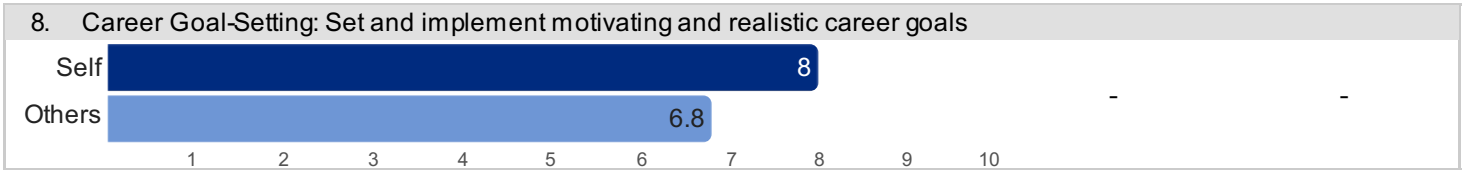
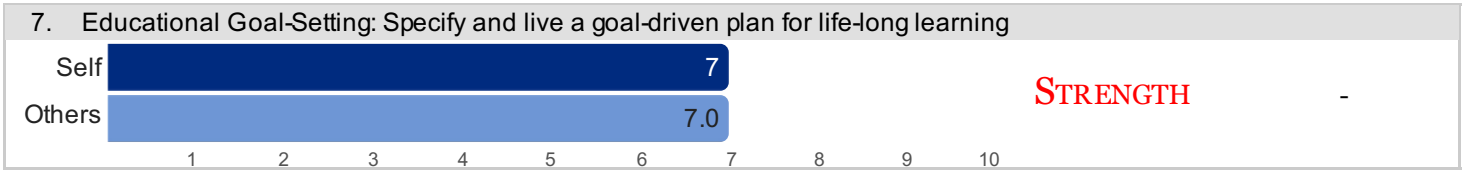
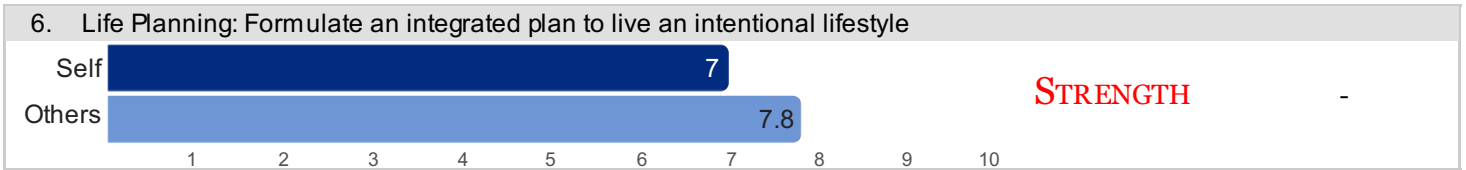


Section One: Self-Management (Mastery) Skills

Each set of skills in a section builds on the previous sets of skills and each section progresses in skills-sets complexity. This section is about the skills for managing yourself. Being able to be in control of self is critical before you can achieve success in the skills in the next sections. Several other CRG assessments can assist you in the development of your Self-Management skills sets. The **Personal Style Indicator**, **Values Preference Indicator**, **Stress Indicator and Health Planner**, **Job Style Indicator**, and **Learning Style Indicator** can help you in your development journey.

Our book [Why Aren't You More Like Me? Discover The Secrets to Understanding Yourself and Others](http://www.crgleader.com/books/why-arent-you-more-like-me.html) (<http://www.crgleader.com/books/why-arent-you-more-like-me.html>) will provide an in-depth understanding to your natural style and the implications to leading and working with others similar and different than you. If you are needing a deeper understanding of your purpose access our book [The Quest For Purpose™](http://www.crgleader.com/books/the-quest-for-purpose-paperback.html) (<http://www.crgleader.com/books/the-quest-for-purpose-paperback.html>), a journaling process to help you clarify your purpose.





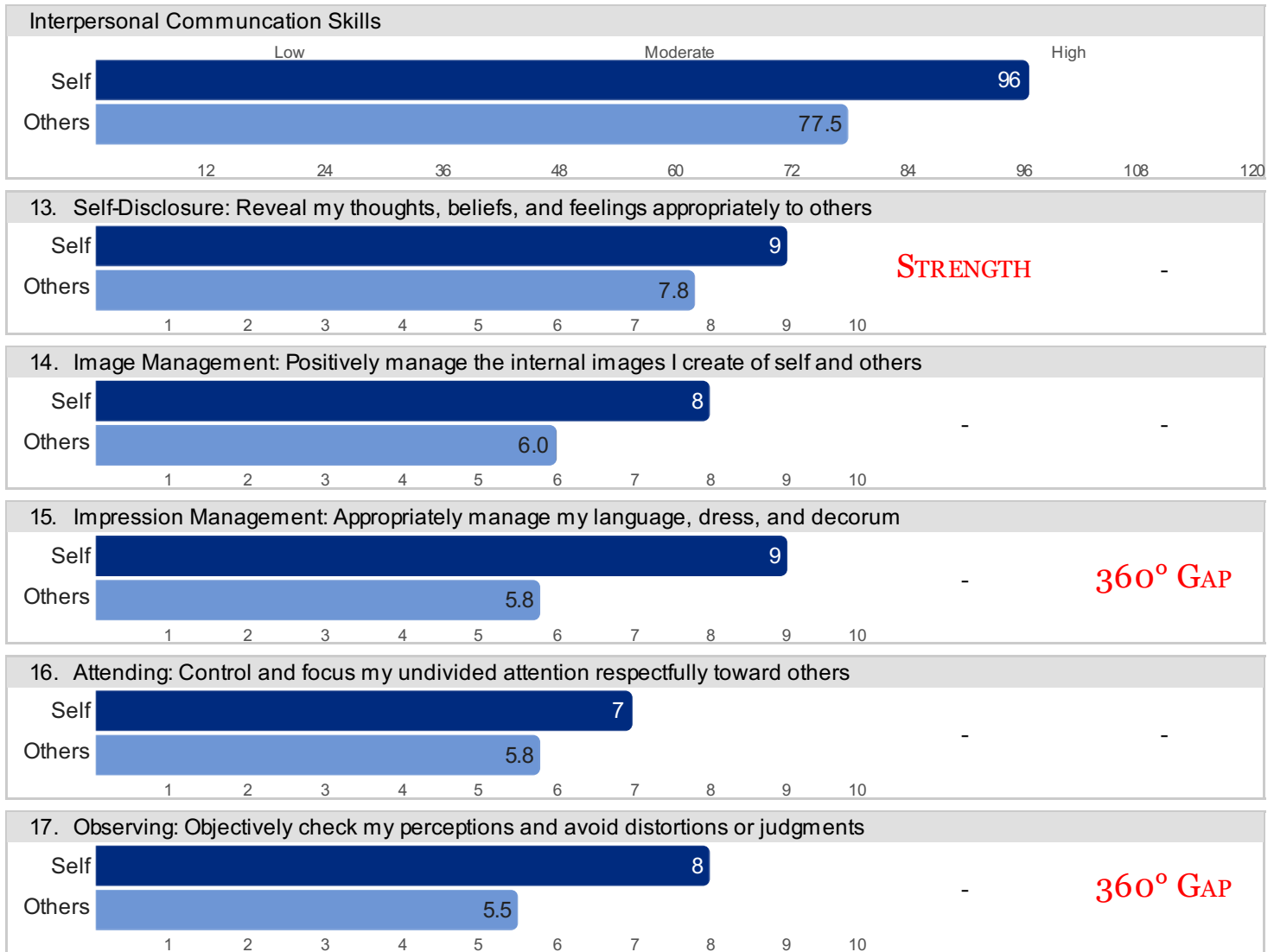
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Please identify key areas you would like to develop and/or improve in this section

Section Two: Interpersonal Communications Skills

Much of the communication that occurs between people is one-way, without either party truly understanding the other’s feelings or thoughts or the reasons behind those feelings or thoughts. In fact, our modern culture teaches many people **not** to have two-way communication because it is too personal and imposing. Yet lack of understood and meaningful communications between leaders and staff or team members is always cited as one of their greatest frustrations.

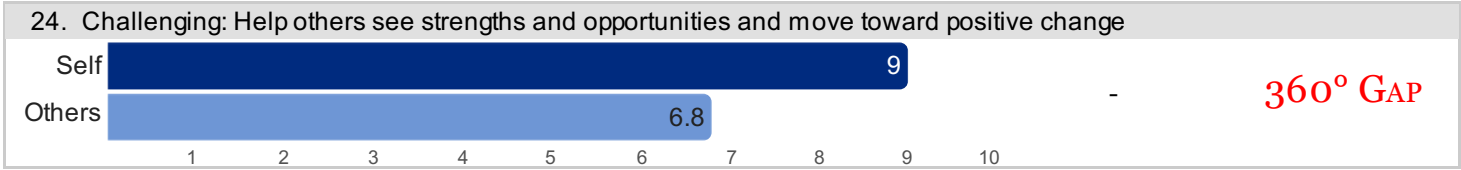
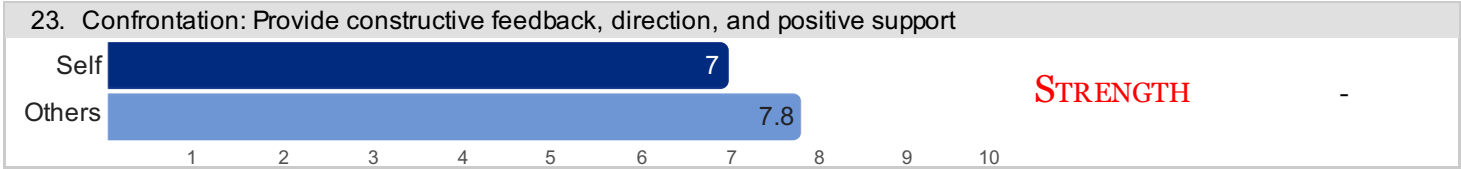
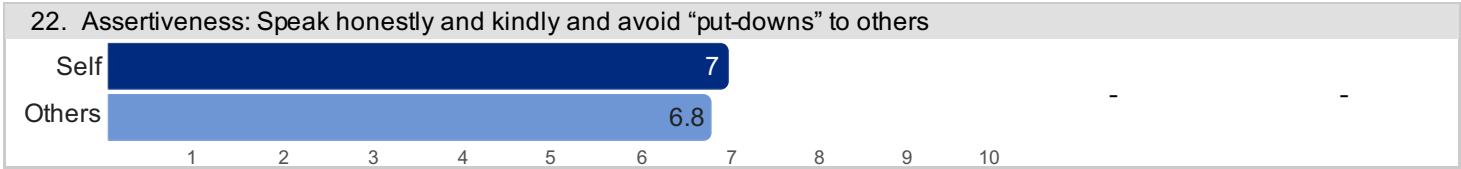
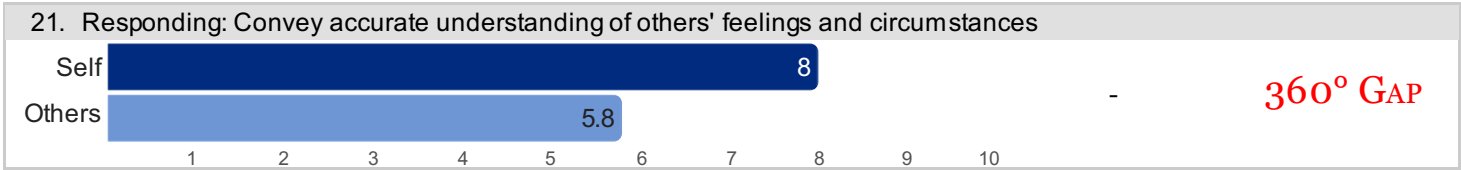
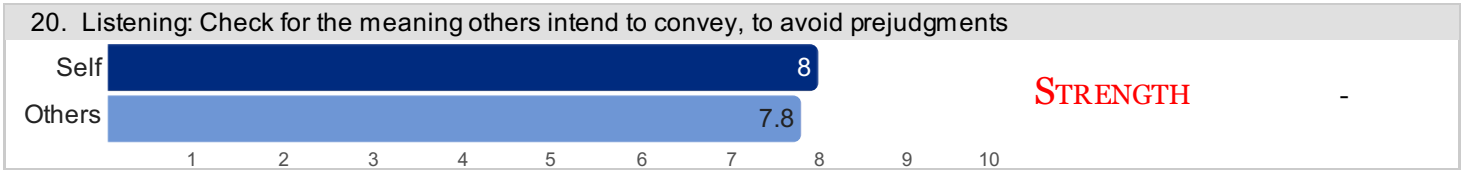
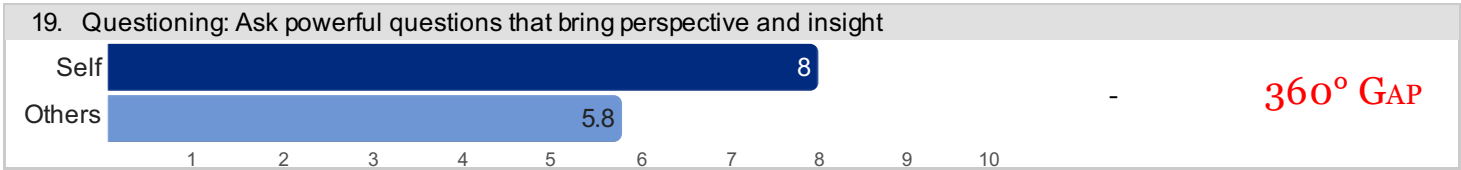
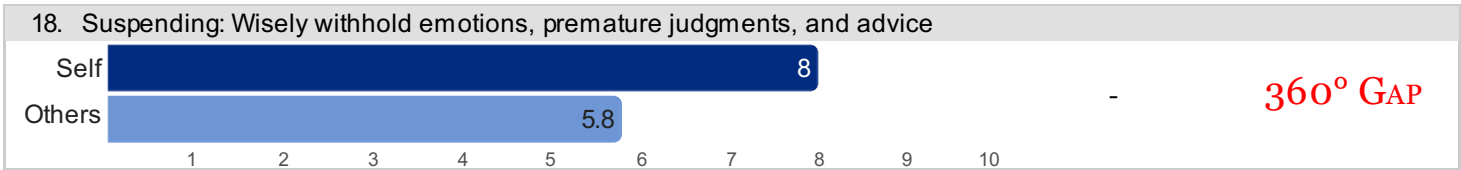
The skills outlined in Section Two are foundational; they are required by everyone in any leadership, supervisory, and management position or role that involves others. These interpersonal communication skills apply equally to all your personal relationships with significant others, family, and friends—but only if you want to be an effective Transformational Leader.



STRENGTH

360° GAP

360° GAP



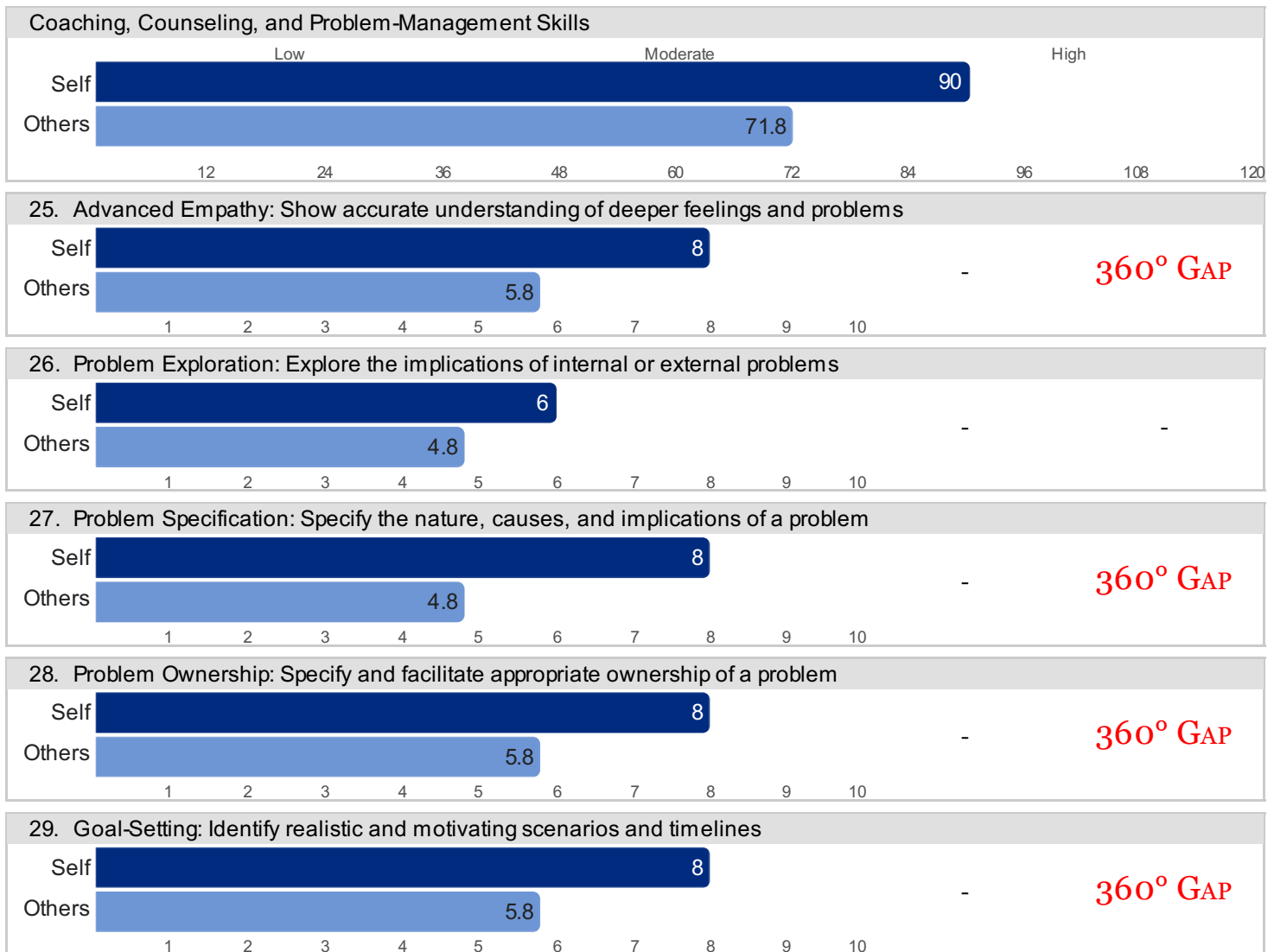
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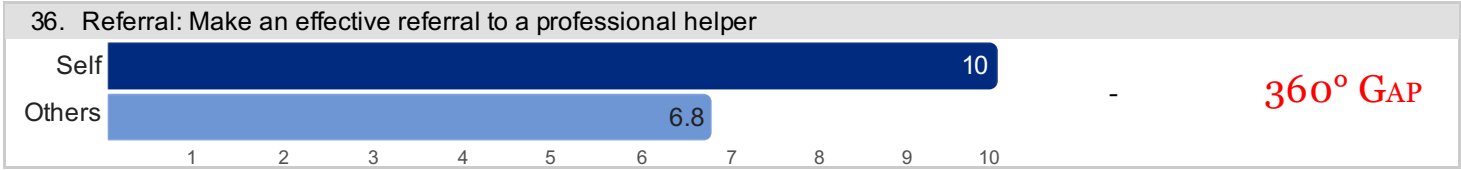
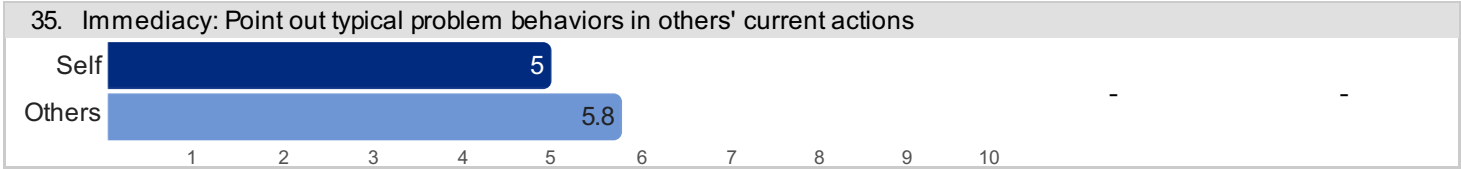
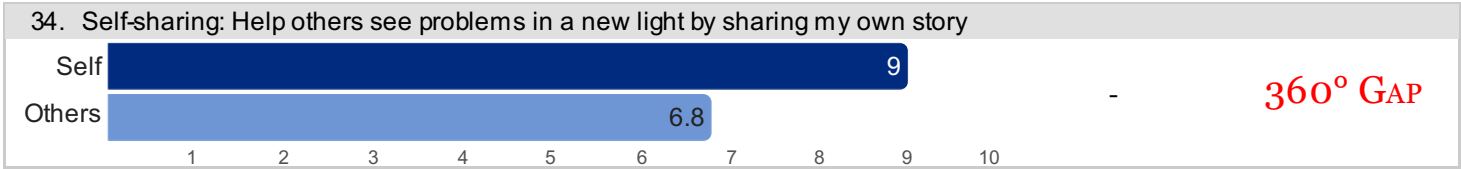
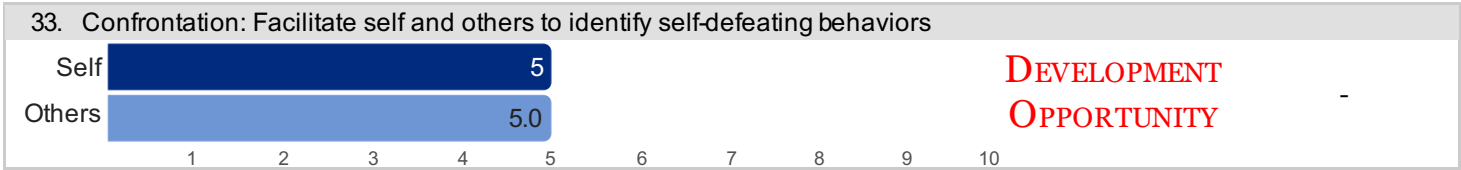
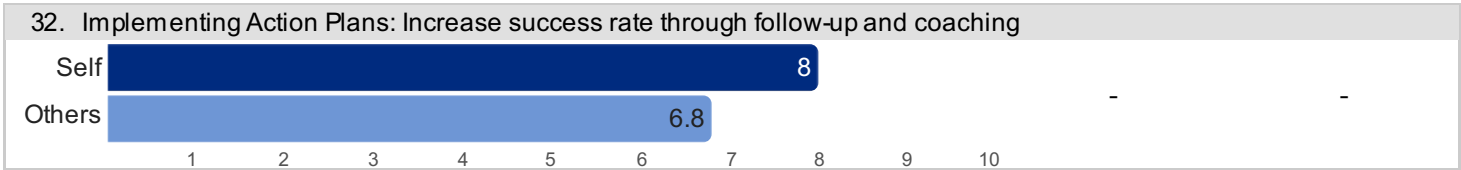
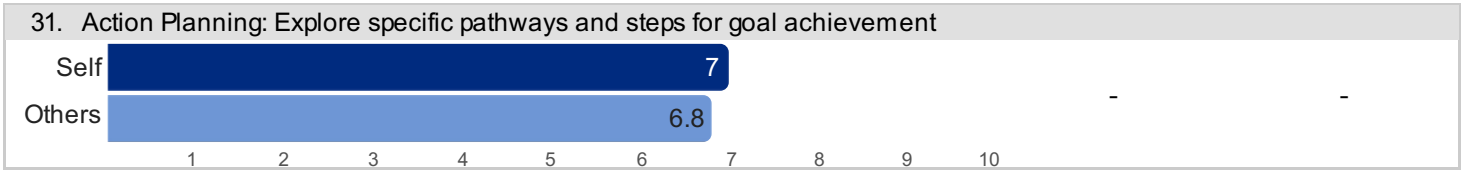
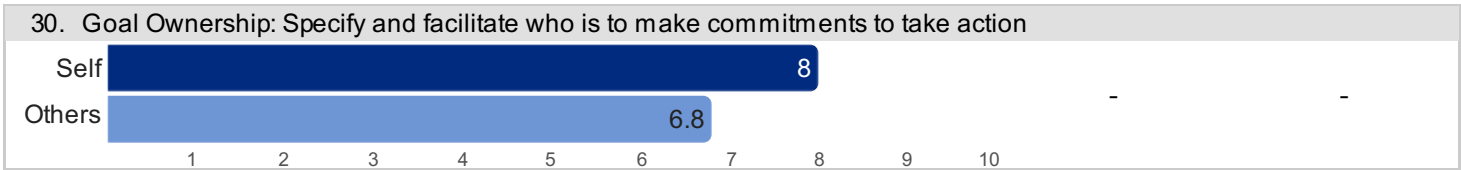
Please identify key areas you would like to develop and/or improve in this section

Section Three: Coaching, Counseling, and Problem-Management Skills

The skills outlined below are at the heart of effective coaching, mentoring, and problem-management. They can be used with self, other individuals, or with individuals in groups. These skills are critical for moving people toward greater self-understanding, self-responsibility, and performance. Every leader needs to develop these skills and encourage others to develop and realize their potential.

These skills focus on your ability to hold others accountable for their actions and performance while being able to outline the steps they need to implement to achieve the agreed outcomes and objectives.





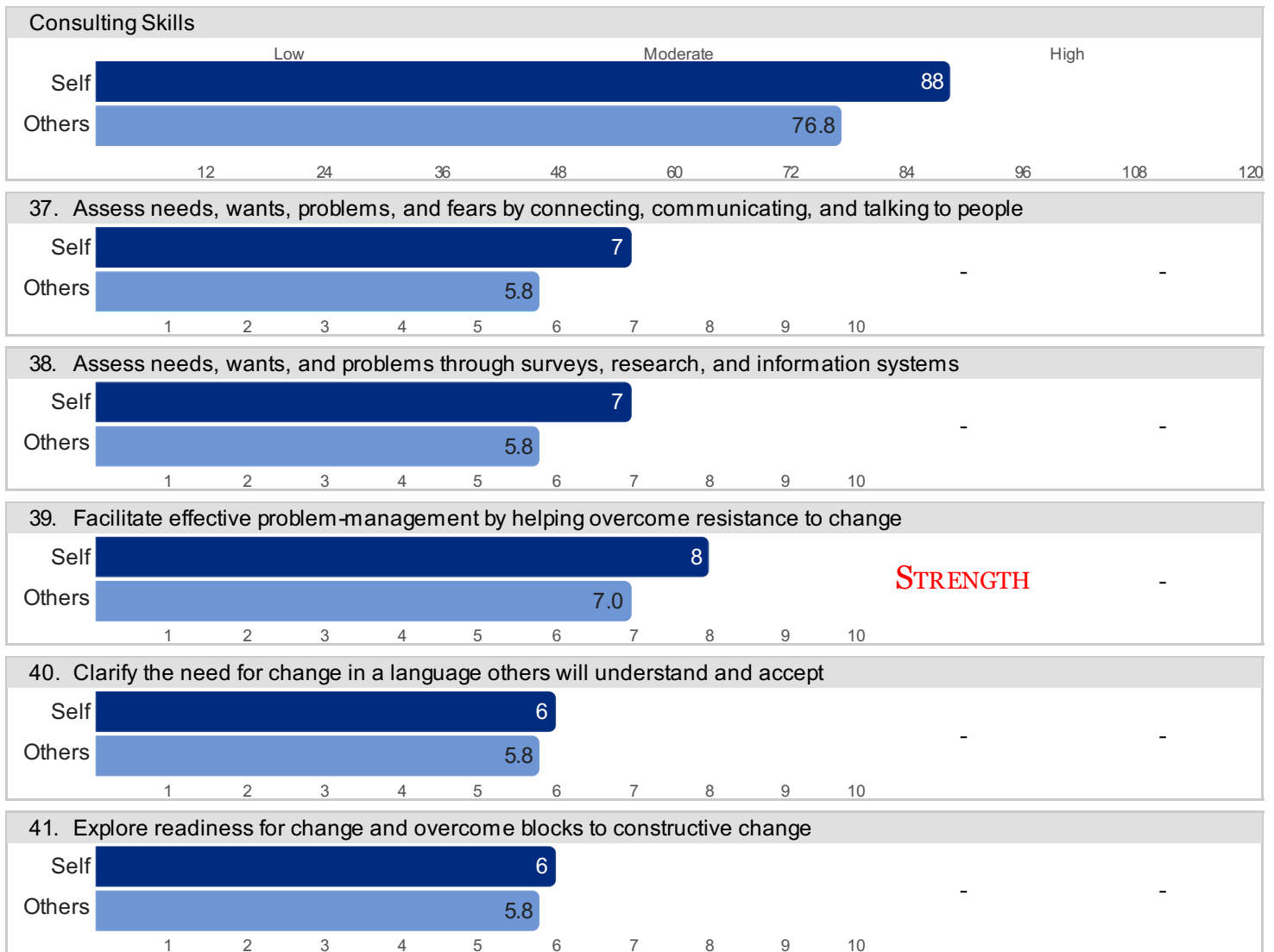
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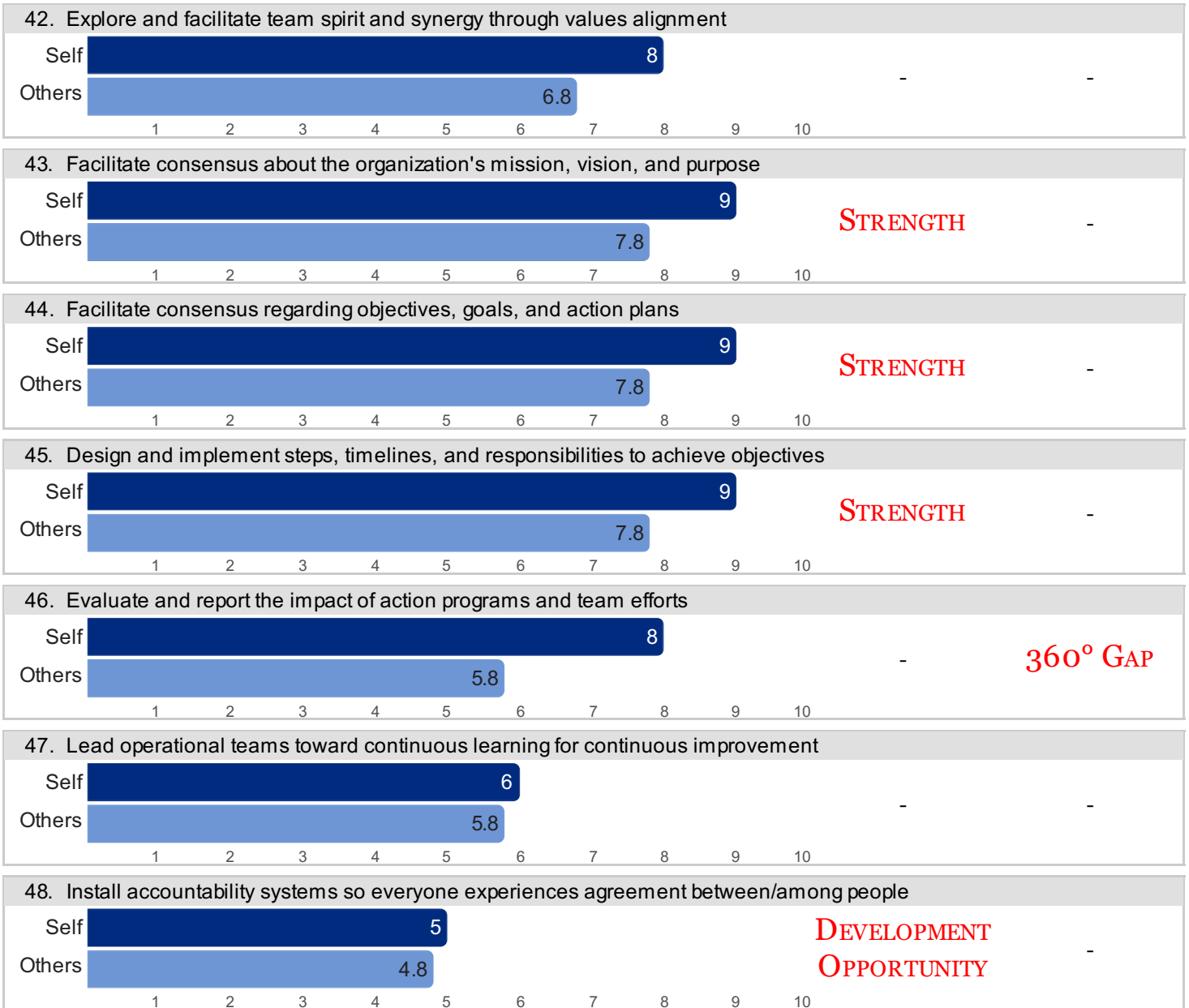
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Section Four: Consulting Skills

This section emphasizes your ability to handle more complicated situations through an increasingly complex set of responses. Section Four requires the successful implementation of the skills identified in the first three sections. The skills in Section Four are required and necessary for you to be able to assess and facilitate success with a group, team, or organization.

The dynamics and skills levels essential to successfully lead a group of individuals (a team) are not a simple multiple of, or addition to, the previous three skills sections. Success in this section reflects an exponential growth in your abilities. Our research has identified that very few people are competent in the Section Four skills sets, which means that most people completing the **LSI-360°** will need to seriously consider learning those skills sets as a developmental opportunity. Because so few individuals are competent in these skills sets, there will be significant career and leadership opportunities for people who commit to developing these consulting skills.



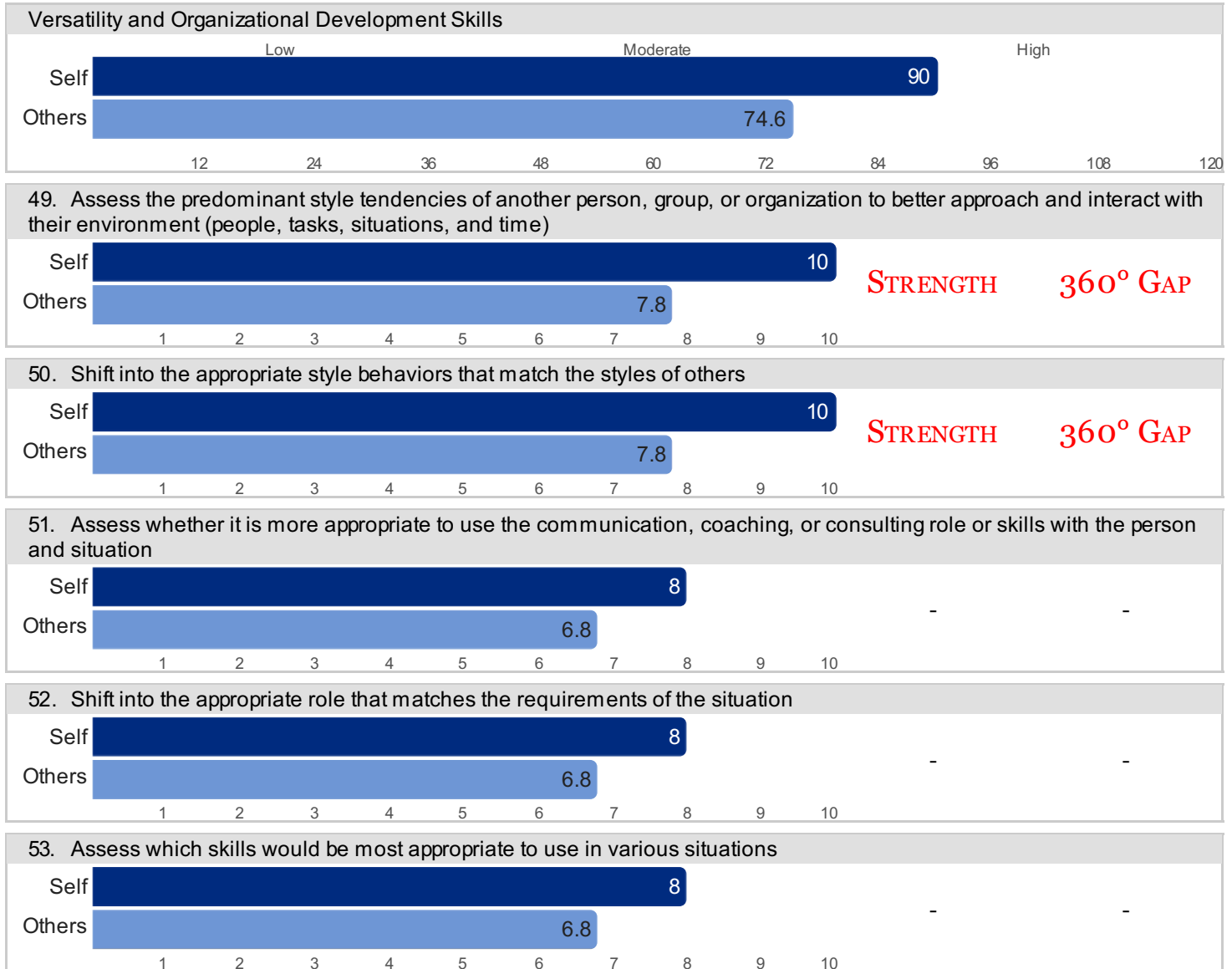


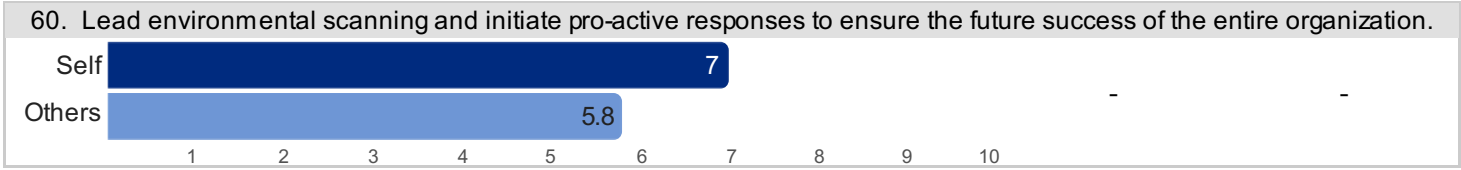
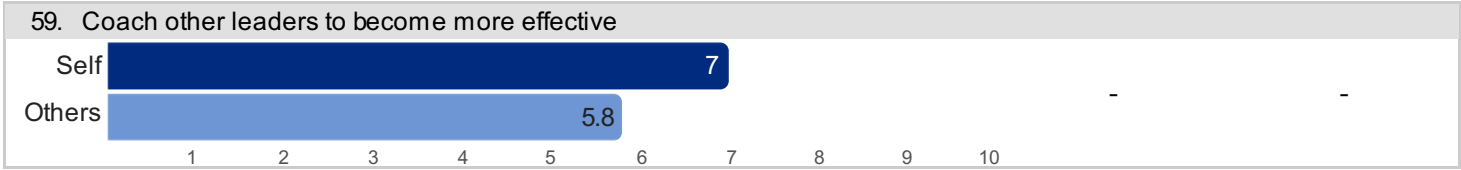
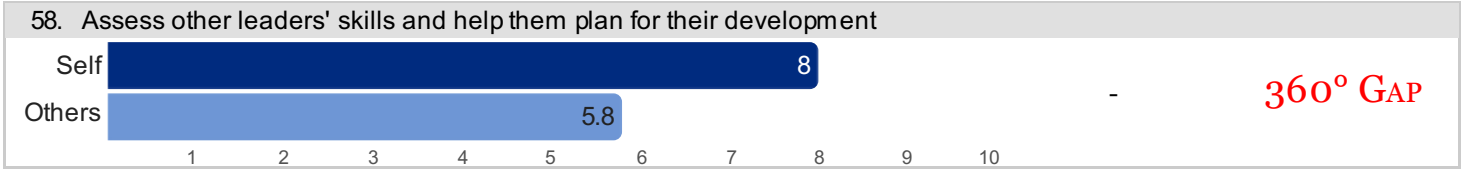
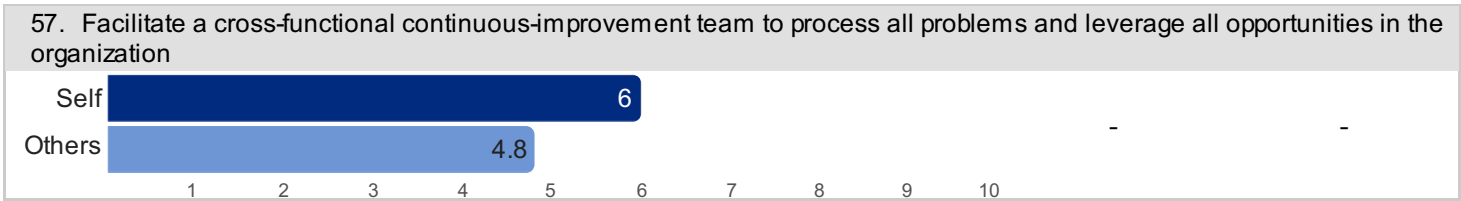
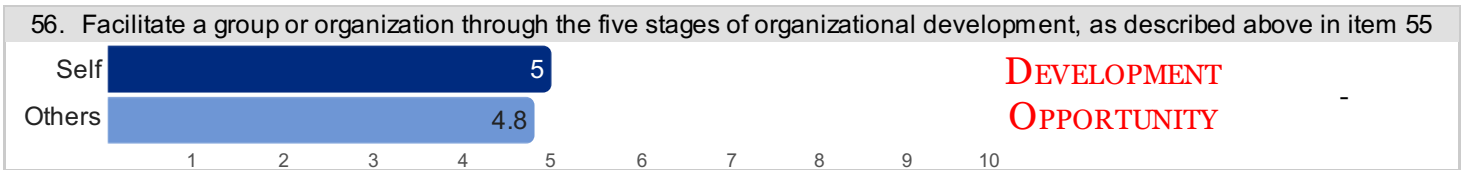
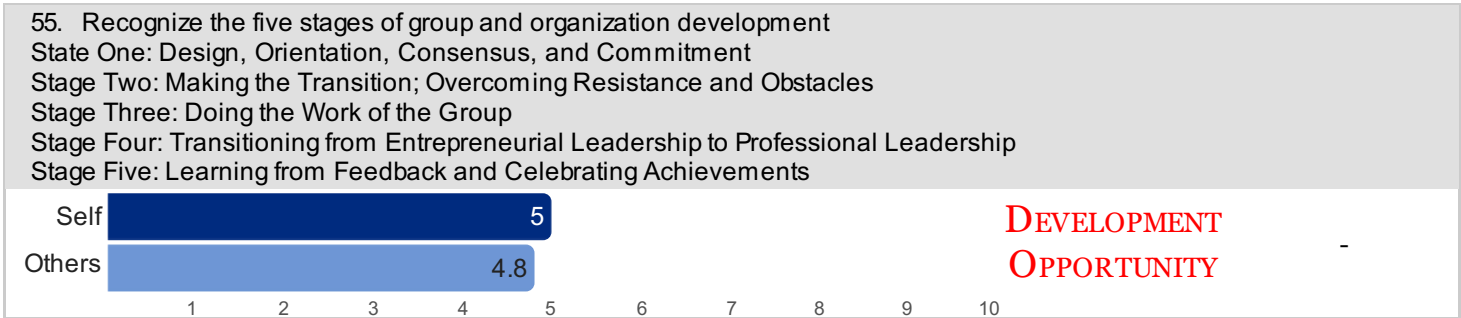
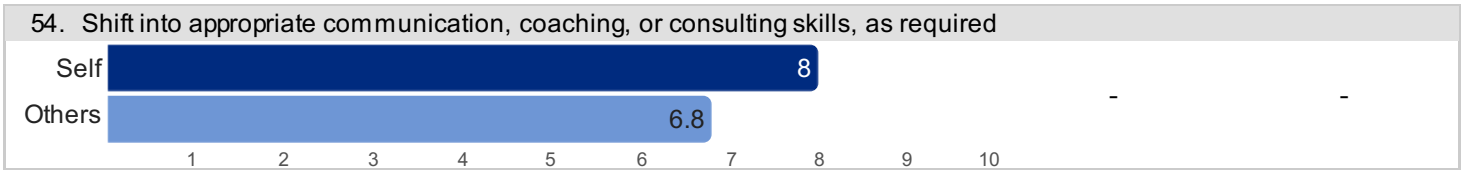
My Personal Planning Notes:

Please identify key areas you would like to develop and/or improve in this section

Section Five: Versatility and Organizational Development

This section emphasizes and assesses your ability to handle the most complex of situations with an array of appropriate responses. Not only are you required to implement all the skills mentioned in the previous four sections, you now are engaging your skills at the organizational level. This set of skills is required for gaining credibility with others and for adapting to the permanent state of change in which most individuals and organization find themselves. These skills help you to work more effectively **on** your organization, not just **in** it.





My Personal Planning Notes:

Please identify key areas you would like to develop and/or improve in this section

Transforming Leadership Skills ranked highest to lowest - SELF - 1 of 2

Self	Others	Question
10	7.8	Assess the predominant style tendencies of another person, group, or organization to better approach and interact with their environment (people, tasks, situations, and time)
10	7.8	Shift into the appropriate style behaviors that match the styles of others
10	6.8	Referral: Make an effective referral to a professional helper
10	6.8	Beliefs Clarification: Express and live out a clear and consistent set of beliefs
9	5.8	Impression Management: Appropriately manage my language, dress, and decorum
9	6.8	Challenging: Help others see strengths and opportunities and move toward positive change
9	7.8	Design and implement steps, timelines, and responsibilities to achieve objectives
9	7.8	Facilitate consensus regarding objectives, goals, and action plans
9	7.8	Facilitate consensus about the organization's mission, vision, and purpose
9	6.8	Self-sharing: Help others see problems in a new light by sharing my own story
9	7.8	Self-Disclosure: Reveal my thoughts, beliefs, and feelings appropriately to others
9	6.8	Values Identification: Identify, prioritize, and live within a set of personal values
9	6.8	Purpose Specification: Identify and live out a personal statement of purpose for my life
9	7.8	Centering: Maintain clear awareness of self in the context of external events
8	5.8	Goal-Setting: Identify realistic and motivating scenarios and timelines
8	7.8	Grounding: Control my attention to focus in the present (not in the past or future)
8	6.8	Implementing Action Plans: Increase success rate through follow-up and coaching
8	7.0	Facilitate effective problem-management by helping overcome resistance to change
8	6.8	Explore and facilitate team spirit and synergy through values alignment
8	5.8	Evaluate and report the impact of action programs and team efforts
8	5.8	Problem Ownership: Specify and facilitate appropriate ownership of a problem
8	6.8	Shift into the appropriate role that matches the requirements of the situation
8	6.8	Assess which skills would be most appropriate to use in various situations
8	5.8	Assess other leaders' skills and help them plan for their development
8	6.8	Shift into appropriate communication, coaching, or consulting skills, as required
8	6.8	Assess whether it is more appropriate to use the communication, coaching, or consulting role or skills with the person and situation
8	6.8	Goal Ownership: Specify and facilitate who is to make commitments to take action
8	4.8	Problem Specification: Specify the nature, causes, and implications of a problem
8	5.8	Suspending: Wisely withhold emotions, premature judgments, and advice
8	5.8	Questioning: Ask powerful questions that bring perspective and insight

Transforming Leadership Skills ranked highest to lowest - SELF - 2 of 2

Self	Others	Question
8	6.0	Image Management: Positively manage the internal images I create of self and others
8	7.8	Positive Mental Attitude: Control "self-talk" and build my sense of self-worth
8	6.8	Career Goal-Setting: Set and implement motivating and realistic career goals
8	6.8	Health Practices: Get optimum nutrition, exercise, deep relaxation, and restful sleep
8	7.8	Listening: Check for the meaning others intend to convey, to avoid prejudgments
8	5.5	Observing: Objectively check my perceptions and avoid distortions or judgments
8	5.8	Advanced Empathy: Show accurate understanding of deeper feelings and problems
8	5.8	Responding: Convey accurate understanding of others' feelings and circumstances
7	6.8	Action Planning: Explore specific pathways and steps for goal achievement
7	7.8	Stress Management: Apply effective stress-management methods to daily life
7	7.0	Educational Goal-Setting: Specify and live a goal-driven plan for life-long learning
7	7.8	Life Planning: Formulate an integrated plan to live an intentional lifestyle
7	5.8	Assess needs, wants, problems, and fears by connecting, communicating, and talking to people
7	6.8	Time Management: Plan and implement the best prioritized use of time
7	7.8	Confrontation: Provide constructive feedback, direction, and positive support
7	5.8	Lead environmental scanning and initiate pro-active responses to ensure the future success of the entire organization.
7	5.8	Assess needs, wants, and problems through surveys, research, and information systems
7	5.8	Coach other leaders to become more effective
7	6.8	Assertiveness: Speak honestly and kindly and avoid "put-downs" to others
7	5.8	Attending: Control and focus my undivided attention respectfully toward others
6	5.8	Lead operational teams toward continuous learning for continuous improvement
6	5.8	Clarify the need for change in a language others will understand and accept
6	5.8	Explore readiness for change and overcome blocks to constructive change
6	4.8	Facilitate a cross-functional continuous-improvement team to process all problems and leverage all opportunities in the organization
6	4.8	Problem Exploration: Explore the implications of internal or external problems
5	4.8	Install accountability systems so everyone experiences agreement between/among people
5	5.8	Immediacy: Point out typical problem behaviors in others' current actions
5	5.0	Confrontation: Facilitate self and others to identify self-defeating behaviors
5	4.8	Recognize the five stages of group and organization development State One: Design, Orientation, Consensus, and Commitment Stage Two: Making the Transition; Overcoming Resistance and Obstacles Stage Three: Doing the Work of the Group Stage Four: Transitioning from Entrepreneurial Leadership to Professional Leadership Stage Five: Learning from Feedback and Celebrating Achievements
5	4.8	Facilitate a group or organization through the five stages of organizational development

Transforming Leadership Skills ranked highest to lowest - OTHERS - 1 of 2

Self	Others	Question
9	7.8	Self-Disclosure: Reveal my thoughts, beliefs, and feelings appropriately to others
8	7.8	Grounding: Control my attention to focus in the present (not in the past or future)
10	7.8	Assess the predominant style tendencies of another person, group, or organization to better approach and interact with their environment (people, tasks, situations, and time)
9	7.8	Design and implement steps, timelines, and responsibilities to achieve objectives
9	7.8	Facilitate consensus regarding objectives, goals, and action plans
7	7.8	Confrontation: Provide constructive feedback, direction, and positive support
8	7.8	Listening: Check for the meaning others intend to convey, to avoid prejudgments
9	7.8	Facilitate consensus about the organization's mission, vision, and purpose
7	7.8	Stress Management: Apply effective stress-management methods to daily life
8	7.8	Positive Mental Attitude: Control "self-talk" and build my sense of self-worth
10	7.8	Shift into the appropriate style behaviors that match the styles of others
7	7.8	Life Planning: Formulate an integrated plan to live an intentional lifestyle
9	7.8	Centering: Maintain clear awareness of self in the context of external events
8	7.0	Facilitate effective problem-management by helping overcome resistance to change
7	7.0	Educational Goal-Setting: Specify and live a goal-driven plan for life-long learning
9	6.8	Self-sharing: Help others see problems in a new light by sharing my own story
8	6.8	Implementing Action Plans: Increase success rate through follow-up and coaching
8	6.8	Shift into appropriate communication, coaching, or consulting skills, as required
7	6.8	Action Planning: Explore specific pathways and steps for goal achievement
8	6.8	Explore and facilitate team spirit and synergy through values alignment
8	6.8	Assess whether it is more appropriate to use the communication, coaching, or consulting role or skills with the person and situation
8	6.8	Shift into the appropriate role that matches the requirements of the situation
8	6.8	Assess which skills would be most appropriate to use in various situations
10	6.8	Referral: Make an effective referral to a professional helper
8	6.8	Goal Ownership: Specify and facilitate who is to make commitments to take action
9	6.8	Values Identification: Identify, prioritize, and live within a set of personal values
8	6.8	Career Goal-Setting: Set and implement motivating and realistic career goals
7	6.8	Time Management: Plan and implement the best prioritized use of time
8	6.8	Health Practices: Get optimum nutrition, exercise, deep relaxation, and restful sleep
7	6.8	Assertiveness: Speak honestly and kindly and avoid "put-downs" to others

Transforming Leadership Skills ranked highest to lowest - OTHERS - 2 of 2

Self	Others	Question
9	6.8	Purpose Specification: Identify and live out a personal statement of purpose for my life
9	6.8	Challenging: Help others see strengths and opportunities and move toward positive change
10	6.8	Beliefs Clarification: Express and live out a clear and consistent set of beliefs
8	6.0	Image Management: Positively manage the internal images I create of self and others
8	5.8	Evaluate and report the impact of action programs and team efforts
6	5.8	Lead operational teams toward continuous learning for continuous improvement
7	5.8	Coach other leaders to become more effective
9	5.8	Impression Management: Appropriately manage my language, dress, and decorum
8	5.8	Assess other leaders' skills and help them plan for their development
7	5.8	Lead environmental scanning and initiate pro-active responses to ensure the future success of the entire organization.
7	5.8	Attending: Control and focus my undivided attention respectfully toward others
8	5.8	Responding: Convey accurate understanding of others' feelings and circumstances
8	5.8	Questioning: Ask powerful questions that bring perspective and insight
8	5.8	Advanced Empathy: Show accurate understanding of deeper feelings and problems
8	5.8	Goal-Setting: Identify realistic and motivating scenarios and timelines
8	5.8	Problem Ownership: Specify and facilitate appropriate ownership of a problem
7	5.8	Assess needs, wants, problems, and fears by connecting, communicating, and talking to people
5	5.8	Immediacy: Point out typical problem behaviors in others' current actions
6	5.8	Explore readiness for change and overcome blocks to constructive change
8	5.8	Suspending: Wisely withhold emotions, premature judgments, and advice
6	5.8	Clarify the need for change in a language others will understand and accept
7	5.8	Assess needs, wants, and problems through surveys, research, and information systems
8	5.5	Observing: Objectively check my perceptions and avoid distortions or judgments
5	5.0	Confrontation: Facilitate self and others to identify self-defeating behaviors
8	4.8	Problem Specification: Specify the nature, causes, and implications of a problem
6	4.8	Problem Exploration: Explore the implications of internal or external problems
5	4.8	Facilitate a group or organization through the five stages of organizational development
5	4.8	Install accountability systems so everyone experiences agreement between/among people
5	4.8	Recognize the five stages of group and organization development State One: Design, Orientation, Consensus, and Commitment Stage Two: Making the Transition; Overcoming Resistance and Obstacles Stage Three: Doing the Work of the Group Stage Four: Transitioning from Entrepreneurial Leadership to Professional Leadership Stage Five: Learning from Feedback and Celebrating Achievements
6	4.8	Facilitate a cross-functional continuous-improvement team to process all problems and leverage all opportunities in the organization

Leadership Development: Your Reasons to Improve

- If you are completely satisfied with your Leadership Skills Level, we congratulate you. You are part of the minority.
- If you are part of the majority (over 90 percent) who do not have the full leadership skills competency and you want to improve, please respond to the two questions below.

Change and developing Transforming Leadership skills are never easy, respecially if a person has not taken the time to identify and document the reasons and/or benefits for doing so. Many have identified the skills and competencies they wanted to improve but they did not stay the course. Why? They have forgotten or lost their focus about their reasons and the benefits to themselves, if they were to make the effort.



Why is it important to you (if it is) to improve and develop your leadership skills and competencies?

If you are successful in developing and increasing your leadership skills competencies, what will be the key benefits to you?



Designing Your Plan to Increase Your Leadership Effectiveness and Skills

The outline below provides you with the opportunity to briefly summarize what you have learned about yourself through the *Leadership Skills 360°*.

Write your responses below.

What are your top three areas of development and improvement in each of the five sections?	What specific action steps or strategies do you plan to take to achieve success in each area?
SECTION ONE Self-Management Skills <div data-bbox="115 573 792 690" style="border: 1px solid #ccc; height: 56px;"></div>	Specific Actions Steps or Strategies <div data-bbox="837 573 1515 690" style="border: 1px solid #ccc; height: 56px;"></div>
SECTION TWO Interpersonal Communication Skills <div data-bbox="115 789 792 907" style="border: 1px solid #ccc; height: 56px;"></div>	Specific Actions Steps or Strategies <div data-bbox="837 789 1515 907" style="border: 1px solid #ccc; height: 56px;"></div>
SECTION THREE Coaching, Counseling, and Problem-Management Skills <div data-bbox="115 1005 792 1123" style="border: 1px solid #ccc; height: 56px;"></div>	Specific Actions Steps or Strategies <div data-bbox="837 1005 1515 1123" style="border: 1px solid #ccc; height: 56px;"></div>
SECTION FOUR Consulting Skills <div data-bbox="115 1222 792 1339" style="border: 1px solid #ccc; height: 56px;"></div>	Specific Actions Steps or Strategies <div data-bbox="837 1222 1515 1339" style="border: 1px solid #ccc; height: 56px;"></div>
SECTION FIVE Versatility and Organizational Development Skills <div data-bbox="115 1438 792 1556" style="border: 1px solid #ccc; height: 56px;"></div>	Specific Actions Steps or Strategies <div data-bbox="837 1438 1515 1556" style="border: 1px solid #ccc; height: 56px;"></div>