Reflective Learning Exercise

**www.theleadershipcircle.com**

The Leadership Circle East Africa

TLC Representative: +254 722 389 413

Office:+34 931 003 654

E: tlc.eastafrica@theleadershipcircle.com

Introduction

The Leadership Circle strongly holds a philosophy that developmental change needs to start with, and be demonstrated by, the consultant or change agent, as this is what they are requiring of others. It is within this ‘walking of the talk’ that the integrity of the practice is held.

Swedish Psychologist, K Anders Ericcson, considered to be the “expert on experts”, showed that there was little evidence that superior performance can be explained by giftedness or inherent talent. However, it was those who spend time devoted, specifically, to reaching for objectives “just beyond one’s level of proficiency” that developed mastery and superior performance.

Ericcson’s formula for developing expertise has 5 elements:

1. Learn, experience and practice the learning.
2. Reflect on what needs improving
3. Develop objectives for development
4. Engage in deliberate practice for reaching these objectives.
5. Reflect on this practice to get feedback from self and others to highlight developmental points (Repeat steps 3 -5)

This exercise is a vehicle for you to practice these steps with regard to your knowledge of the theory and practice of The Leadership Circle Tools. It is designed to help you to embed your new learning and thus support you to more effectively coach and facilitate using The Leadership Profile and The Leadership Culture Survey.

Information to help you answer these questions can be found in your Certification Manual and the Resources Section of the website. <http://www.theleadershipcircle.com/admin>

Please note: This exercise is part of your certification process and needs to be completed and submitted for review by The Leadership Circle Asia Pacific to enable the purchase of instruments.

If you have any questions, about the Reflective Action Learning Exercise please contact Adelle Richards of The Leadership Circle on +254 722 389 413

E: sammy.njoroge@theleadershipcircle.com

Please complete and return this open book exercise within two (2) weeks, from the day of receipt and email back to Sammy Njoroge.

E: tlc.eastafrica@theleadershipcircle.com

We prefer your response by soft copy as it is easier for marking and returning to you. **Please use “Save As” and rename the file with your FIRST AND LAST NAME.**

 **Reflective Action Learning Exercise Name:**

Company:

 Address:

 Phone:

 Mobile:

 Email:

Date & Location of

Certification Workshop:

Our preference is that you return your answers in **soft copy format,** via email, where possible.

**Please "SAVE AS"** and save the file with your First and Last name as the file name.

Please write your answer in the box below each question.

If the box is not visible please click in the space below the question and it will appear.

1. When introducing the Leadership Circle Profile (LCP 360) to your client for the first time, how do you answer the question “How is this 360 different from other 360 assessments?”

Please list at least 4 key differences that you would highlight.

*(Ref: TLC Go! / Portfolio / White Paper and Case Studies / White Papers / “How does TLC Compare to Other 360 Assessments?”)*

| 3 |

The Leadership Circle Reflective Learning Exercise – Jan 2017

1. **Describe each of the *3 Layers of Analysis* which distinguish The** **Leadership Circle as an Integrated Framework.**

*(Ref: TLC Certification manual p23)*

1. **What does the Inner Circle measure, and how does it relate to the**

**Outer Circle?** *(Ref: TLC Certification manual / Offerings Tab / LCP Brochure – p288 centre pages and following pages)*

1. In your own words, write a one-sentence description of the following

elements of the Leadership Circle Profile:

*(Ref: LCP brochure p285 and Certification manual p73-p75. Handout Tab: Gifts in The Reactive*)

Relating:

Self-Awareness:

Authenticity:

System Awareness:

Achieving:

Controlling:

Protecting:

Complying:

5a. Think back to the stick exercise, what is your understanding of why the stick moved in the way that it did when the group was given instructions that the new vision was ‘stick on the ground’?

 *(Ref: Your own experience and notes)*

5b. How might you have contributed to this? Reflect on your ‘inner’ felt sense / physiological response, and your internal dialogue / beliefs and assumptions? What ‘outer’ actions did you take? Which orientation were you responding from (Reactive / Creative)?

*(Ref: Your own experience and notes / also TLC Certification manual p19-21, p197-197, p207-208)*

6a. What is a percentile, how would you describe percentiles to a client? (*Ref: TLC Go! / Portfolio /Leadership Profile Resources / FAQ / “LCP and ME”)*

**6b. Why are the raw scores in The Leadership Circle assessments converted to percentiles?**

(Ref: TLC Go! / Portfolio /Leadership Profile Resources / FAQ / “LCP and ME”)

6c. What distinctions will clients gain from seeing their data in percentiles and what impact is this likely to have?

(Ref: TLC Go! / Portfolio /Leadership Profile Resources / FAQ / “LCP and ME”)

7a. The ‘near enemy’ of Achieving is Controlling. Why do we call these ‘near enemies’?

*(Ref: Your own TLC Certification course notes and examples in the TLC Certification manual p92-98.* *Also suggest that you Google “Near Enemy” for deeper understanding)*

**Please be specific about the relationship between the ‘near enemy’ of Achieving - highlighting the differences in behaviour and the underlying beliefs and assumptions.**

7b. What is the ‘near enemy’ of Relating?

**Please be specific about the relationship between the ‘near enemy’ of Relating - highlighting the differences in behaviour and the underlying beliefs and assumptions.**

7c. What is the ‘near enemy’ of Authenticity?

**Please be specific about the relationship between the ‘near enemy’ of Authenticity - highlighting the differences in behaviour and the underlying beliefs and assumptions.**

8a. Why is it often better for someone with high Controlling and low Relating scores to work on their Achieving rather than their Relating dimension?

Using the ‘near enemy’ / path of least resistance concept, please explain how you would coach a client with high Controlling.

*(Ref: TLC Go! / Portfolio / White Paper & Case Studies / “TLC Breakthrough Leadership Assessment* *Technology”)*

8b. Why is it often better for someone with high Complying and low Achieving scores to work on their Relating rather than their Achieving dimension?

Using the ‘near enemy’ / path of least resistance concept, please explain how you would coach a client with high Complying.

*(Ref: TLC Go! / Portfolio / White Paper & Case Studies / “TLC Breakthrough Leadership Assessment* *Technology”)*

1. In the participant’s LCP Break Out Report why do the average percentile scores, for the 5 Evaluator Categories (Boss’s Boss, Boss, Peers, Direct Report, & Other) differ from the percentile scores in the column titled “Evaluators”?

If a client asked you this, how would you respond?

 (*Ref: TLC Go! / Portfolio /Leadership Profile Resources / FAQ / “LCP and ME”)*

10a. In statistical terms, what is a correlation or a correlation coefficient?

*(Ref: Your own notes plus TLC Certification manual p34)*

10b. What is the minimum score a correlation must have before it starts to indicate a meaningful relationship (for the purposes of psychometric assessments)?

*(Ref: Your own notes plus TLC Certification manual p34)*

11a. Is the correlation between Complying and Achieving negative or positive? What is the correlation number?

(Ref: TLC Certification manual - Profile Validity Tab / Correlations Tables p274 and Handouts Tab / The Leadership Circle Profile, Correlations to Business Performance Index)

11b. How do you account for why these two dimensions have the correlation
they have? Please explain in your own words how you see Complying behaviour impacting the Achieving dimension.

12a. Is the correlation between Controlling and Relating negative or positive? What is the correlation number?

*(Ref: TLC Certification manual – Profile Validity Tab / Correlations Tables p278 and*

*Handouts Tab / The Leadership Circle Profile, Correlations to Business Performance Index)*

12b. How do you account for why these two dimensions have the correlation they have? Please explain in your own words how you see Controlling behaviour impacting the Relating dimension.

13. What are the respective correlation coefficients between:

*(Ref: TLC Certification manual – Profile Validity Tab / Correlations Tables p288 and* *Handout Tab / The Leadership Circle Profile, Correlations to Business Performance Index and p84-86)*

1. Leadership Effectiveness and Controlling?
2. Leadership Effectiveness and Complying?

14. With respect to correlation coefficients which is likely to have a bigger negative effect on Leadership Effectiveness, a high Controlling score or a high Complying score and why?

Please explain as you would to a client.

*(Ref: TLC Certification manual – Profile Validity Tab / Correlations Tables p278 and* *Handouts Tab / The Leadership Circle Profile, Correlations to Business Performance Index. Or refer to p84-86 in Certification Manual)*

15. Please explain the key differences between the Leadership Circle Profile and the Manager Edition for:

*(Ref: TLC Certification manual / Offerings Tab / LCP Manager Edition brochure and TLC Certification manual p122-126)*

* 1. Inner & Outer Circle Dimensions
	2. Number of questions
	3. With whom would you use the Manager Edition?
	4. How would you decide when the Manager Edition is more appropriate than the Leadership Circle Profile?

16. Which of the resources that are available to you on TLC Go! will be most useful to you and how?

*(Ref: TLC Go!)*

Thank you for taking the time to participate in this learning opportunity and for taking the next step in your TLC Certification pathway