EXECUTIVE PRESENCE SELF ASSESSMENT

Think about how you behave in your role at work. With that in mind, read each statement (from A to T), and use the scale below to rate how well the statement describes you in that context.

1 2 3 4 5

To a very small
extent

To a small extent
To a moderate extent
To a great extent
To a very great extent
extent

| | Statement | Rating |
|-----------------------|---|--------|
| A. | I am known to be present and in-the-moment during interactions with others - physically, intellectually, and emotionally. | |
| B. | I actively eliminate distractions and "noise" from interactions with others (e.g., turning smartphone notifications off, or to 'silent' mode). | |
| C. | I am aware of my energy level and mood when communicating, as well as the effect of my energy and mood has on those around me. I adjust accordingly. | |
| D. | I consider and respond appropriately to the needs, feelings and perspectives of different people in different situations. | |
| E. | I am able to remain calm in stressful situations. | |
| | Subtotal (Part A items A-E): | |
| PART B | Statement | Rating |
| F. | I actively empathise with others, and can put myself in their shoes, seeing and feeling things as if from their point of view. | |
| G. | I listen with curiosity to what is being said and consciously defer arriving at a judgment, as opposed to thinking about what to say in response. | |
| H. | I am comfortable providing feedback to others – people I lead, peers and bosses. | |
| l. | I intentionally try and read the physical, verbal, and emotional cues of others with whom I am communicating. | |
| J. | I am open to other points of view and make time to hear and respond to them. | |
| | Subtotal (Part B Items F-J): | |
| PART C | Statement | Rating |
| K. | I connect with my audience through all communication channels available to me: use of eye contact; vocal variety and projection; gestures; and movement. | |
| L. | I articulate clearly and get to the point quickly. | |
| | | |
| M. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. | |
| M. N. | I understand the intent of my message and adjust accordingly: what I want the listener to do, | |
| | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations | |
| N. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. | |
| N. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. I generate energy during conversations and presentations. | Rating |
| N. O. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. I generate energy during conversations and presentations. Subtotal (Part C Items K-O): | Rating |
| N. O. PART D | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. I generate energy during conversations and presentations. Subtotal (Part C Items K-O): Statement | Rating |
| N. O. PART D P. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. I generate energy during conversations and presentations. Subtotal (Part C Items K-O): Statement I consider and openly admit to mistakes I have made. | Rating |
| N. O. PART D P. Q. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. I generate energy during conversations and presentations. Subtotal (Part C Items K-O): Statement I consider and openly admit to mistakes I have made. I share what I have learnt from challenges and adversities I have experienced in my life. I don't allow my need for approval from others get in the way of my authenticity when | Rating |
| N. O. PART D P. Q. R. | I understand the intent of my message and adjust accordingly: what I want the listener to do, think, feel and/or understand when I am done communicating with them. I often use stories, anecdotes and/or metaphors to make conversations and presentations meaningful and memorable. I generate energy during conversations and presentations. Subtotal (Part C Items K-O): Statement I consider and openly admit to mistakes I have made. I share what I have learnt from challenges and adversities I have experienced in my life. I don't allow my need for approval from others get in the way of my authenticity when communicating with them. | Rating |



Your Level of Executive Presence — Scoring and Analysis

Part A - <u>BEING PRESENT</u> (Transfer Your Score _____)

| Scores between 5 and 12 | Scores between 13 and 19 | Score between 20 and 25 |
|--|---------------------------------------|-------------------------------|
| Your responses indicate some potential | Your score suggests that like many | Your responses indicate that |
| challenges in the area of being Present. You | people today, you find it | you possess a rare ability to |
| may be too busy, distracted, tense, or not | challenging to remain fully Present | remain cantered, focused, |
| mentally "in the room" with those whom you | in all interactions. Although you can | open, and relaxed when |
| are trying to communicate with. This can | sometimes eliminate distractions, | facing the tensions and |
| present challenges and not only in terms of | and really notice others, you may | distractions of modern life. |
| the presence you convey—it may also impair | be thrown off when the situation is | Your high self-assessment on |
| your ability to fully listen to others and to have | tense, your mood is negative, or | this dimension also suggests |
| complete understanding of their needs. | when there are fires that need | that you maintain a |
| The silver lining is that by becoming aware of | putting out. | heightened awareness of |
| this now, you have the opportunity to improve. | The good news is that honing your | yourself and others in |
| For example, adding a regular, daily practice of | ability to be more Present will not | leadership interactions. In |
| centring and relaxation to your life would be of | take a giant leap; you already have | dealing with change, you |
| enormous benefit. If you are short on time, | many of the tools. Consider a | possess a good deal of |
| even taking a quick walk around the parking | regular, daily practice of relaxation | spontaneity, and are able to |
| lot when you feel foggy or turning away from | which can help heighten your sense | cope well when unexpected |
| your computer to do some breathing will help. | of awareness. In addition, try taking | fires appear. You approach |
| your computer to do some breathing will help. | a moment to check in with yourself, | people and situations with |
| Make it a priority to completely clear your | renew your focus and clarify your | generosity and calm, rather |
| mental and emotional slate to renew your | intent before meetings and | than with anxiety. As |
| focus and clarify your intention before | interactions. This will make a | someone who is strong in this |
| meetings and interactions | noticeable difference in your ability | dimension, you are a natural |
| You may wish to seek feedback from a trusted | to think, speak, and react in the | model for others. |
| friend or colleague to heighten your | moment. | engendering qualities of |
| awareness of your behavioral patterns. This | moment. | awareness and openness in |
| will help you achieve change and become | Finally, notice those times you are | those you work with. |
| more Present on a day-to-day basis. | not fully Present and why, then | GIOSE YOU WOLK WILL. |
| | make a conscious shift to being | |
| | "here now." | |
| 1 | I | |

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Part B - REACHING OUT (Transfer Your Score _____)

Scores between 5 and 12 Scores between 13 and 19 Score between 20 and 25 Your own assessment in this area shows that You scored yourself quite highly Your responses indicate that you Reaching Out is a challenge area for you. in this area but acknowledge that are someone with a natural Working on your relationship-building skills you have room to grow. ability and inclination to could really improve your overall business Although you are usually able to empathise, connect, and build effectiveness as commitment and action in establish healthy working relationships. You have a strong many organisations are built almost entirely relationships with others, there aptitude for listening and make on relationships. are also times when Reaching authentic connections based on Out is a stretch. You want to your genuine interest in other Increasing your skill set in this dimension will empathise, but may find that human beings. As a mean looking beyond roles and work goals to your own agenda makes it communicator, you reach get at the heart of what really motivates difficult to really listen. With beyond individual roles and work others. Begin to think about what you certain audiences you may have functions to a personal level of appreciate about those around you as people a tendency to stick with the facts, relating. You are not afraid to not work functions. How might you endorse rather than reach out with a story share of your own experiences others more often? When issues crop up, look that connects on a more human as a way to bond and portray to empathise first, putting aside your own level. Honing your abilities in this who you are as a leader while agenda for a while-choose to let go of solving area will mean looking beyond simultaneously looking to the problem and focus more on who is in front roles and work goals to get at the highlight the value that others of you, and what their needs, values, and heart of what really motivates bring to the table. You probably deeper motivations may be. Take the time to others. have an affiliative management really imagine yourself in the other's shoesstyle, letting those who work for particularly with those whom you have Try thinking about what you you know that there is someone difficulty with. appreciate in others as individual who cares, someone who is people, not work functions. Look When working with groups, see how a focused on more than just the to empathise first, and solve the personal story, humorous or serious, might work. Your ability to Reach Out problem second. And, whenever better help you accomplish your objectives. is like to be one of your core possible, share a personal story Know that by being open yourself, others may strengths. to help you accomplish your begin to show their more human side around goal.

you.

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Part C - EXPRESSIVENESS (Transfer Your Score _____)

Scores between 5 and 12 Scores between 13 and 19 Score between 20 and 25 Your own assessment indicates a lack of Your responses indicate that Your score in this area comfort in the area of Expressiveness. This is although you have much strength in indicates that you have a not unusual: public speaking is considered by this dimension, you also have room natural way of engaging many to be their greatest fear. However, the to grow. You are often able to others, and are comfortable downside of not being expressive when engage an audience, but your expressing yourself leading or motivating others can be message may not always be spontaneously and creatively. significant. The ability to effectively express congruent with your voice, body You come across as yourself in a business context will certainly language and facial expressions-you authentic, matching your improve your chances of engaging and may need to think about what to do gestures, facial expressions, inspiring others. with your hands, or how to use the voice, and choice of words to right tone of voice. powerfully convey your Observing what makes others successful in passion. Audiences may often this area may be a good first step toward For you, polishing your abilities as a leave your presentations improvement. Who do you know who is an communicator and presenter may moved or galvanised for engaging, believable presenter? What do they mean getting some clear feedback change. do that works so well? How do they change on what needs work. Ask a trusted their voice and use gestures to match the colleague to offer some constructive Others in your organisation story they are telling? Getting feedback is criticism after your next meeting. look to you as an inspiration also key. Ask a trusted co-worker to offer for how to get across a point Have them focus on details: how some positive feedback as well as would they describe your use of effectively, succinctly, and constructive criticism after your next meeting. vocal variety (are you a bit memorably. Your talent in this Look at the details: What's working well? How monotone?), your body language, area means that your would they suggest you improve your use of and whether you are using images, messages are often listened vocal variety (are you a bit monotone?), your metaphors, and stories to convey to, both in one-to-one meetings and in larger body language, and your use of images, your points. metaphors, and stories to convey your settings. You may also wish to practice certain points? skills. Try taking an acting or dance Finally, take the time to practice certain skills class. Sing in the shower, or act out outside of the business context. Try taking an stories for a child to work with vocal acting or dance class. Sing in the shower, or range. Most important, don't be act out stories for a child to exercise your afraid to experiment-you can take vocal range. Working with a professional bigger risks than you think you can: after all, your audience wants to be coach could also be of real benefit.

engaged!

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Part D - SELF-KNOWING (Transfer Your Score _____)

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