

LEADER VIEW360

LeaderView360 Profile for:

Sample Report
XYZ Company

Online Assessment: 13 Dec 2005



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Summary Feedback Report

Introduction

This report provides you feedback on 7 critical leadership competencies.

This report compares your own self-perceptions to those of others who have provided you feedback on the Leadership Behaviour Questionnaire. Your report summarises feedback from the following type and number of raters:

Self	1
Senior	1
Peer	2
Direct Report	2

This Feedback Report gives you:

- ✓ Performance Factors
- ✓ Self Awareness Summary
- ✓ Performance Factor Summary
- ✓ Behaviour Summary
- ✓ Most Frequent / Least Frequent Behaviours
- ✓ Open Ended Comments
- ✓ Development Planning Guide

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Performance Factors

THE PERFORMANCE FACTORS

Problem Solving

Planning

Controlling

Managing Self

Managing Relationships

Leading

Communicating

LEADER VIEW 360 FREQUENCY RATING SCALE

1	Needs Considerable Development
2	Needs Development
3	Competent
4	Effective
5	Very Effective
NA	Not Observable or Not Applicable

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Self-Awareness Index Introduction

INTRODUCTION

Research suggests that accurate self-awareness about one's strengths and potential areas of development is important for effective job performance and success. The **Self-Awareness Index** provides a way for you to compare your own self-ratings to those of your raters (e.g. supervisor, direct reports, peers, etc.) on the critical competencies measured by **Leader View 360**.

The scores for all your raters have been averaged together and are compared to your own self-ratings and graphically displayed in one of the four quadrants shown below. The **Self-Awareness Index** can be categorised in four distinct ways:

- ✓ Potential Strengths - the competencies represented in this quadrant are those that were rated higher by your rater groups than your own self ratings
- ✓ Confirmed Strengths - the competencies represented in this quadrant are those that were rated high by yourself and other rater groups
- ✓ Potential Development Areas - the competencies represented in this quadrant are those that were rated lower by your rater groups than your own self ratings
- ✓ Confirmed Development Areas - the competencies represented in this quadrant are those that were rated low by yourself and other rater groups

OTHER RATINGS	High	Potential Strengths	Confirmed Strengths
	Low	Confirmed Development Areas	Potential Development Areas
		Low	High

SELF RATINGS

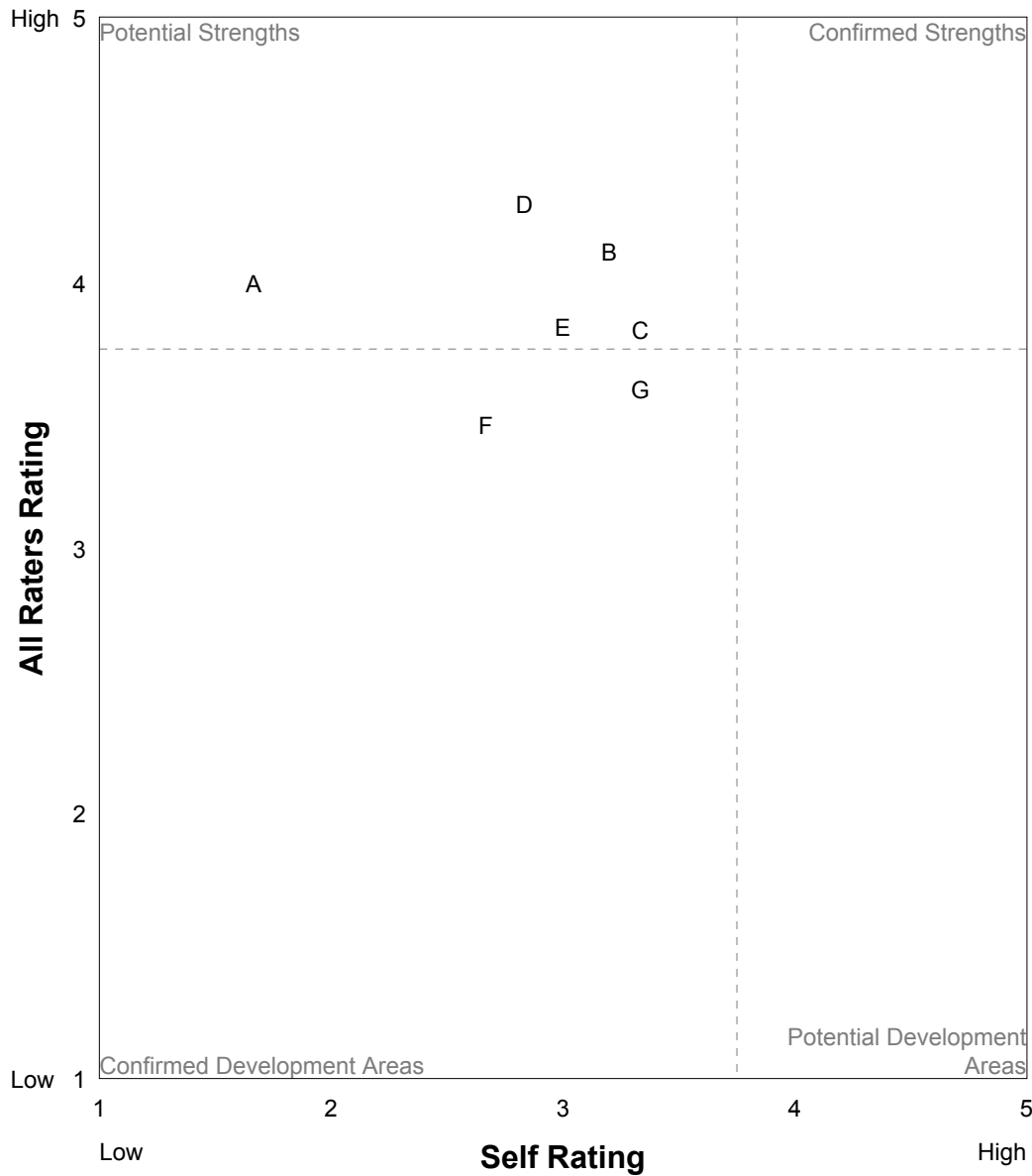
HOW TO USE YOUR SELF-AWARENESS INDEX

- ✓ First, examine the specific competencies that fall into each of these four quadrants
- ✓ Next, explore the themes of these competencies to see how they may or may not be logically related to each other. It's important to continue to leverage those competencies that are categorised as Confirmed or Potential Strengths
- ✓ Finally, consider ways to enhance skills and effectiveness in those competencies categorised as Confirmed or Potential Development Areas

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Self-Awareness Index

SELF - ALL RATERS VIEW (N = 5)



Average Scores

	<u>Self</u>	<u>All Raters</u>
Potential Strengths		
A. Planning	1.67	4.00
B. Managing Self	3.20	4.12
C. Managing Relationships	3.33	3.80
D. Leading	2.83	4.30
E. Communicating	3.00	3.83
Confirmed Development Areas		
F. Problem Solving	2.67	3.47
G. Controlling	3.33	3.60

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Performance Factors Introduction

How to Interpret Your Graphs

The following line graphs compare your own self-perceptions to those of other rater groups for each of the 7 competencies measured in LeaderView360. Each rater group is shown by a different color corresponding to the legend at the bottom of the graph.

The line graphs that follow compare your perceptions to those of other rater groups using average scores.

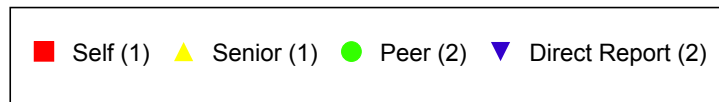
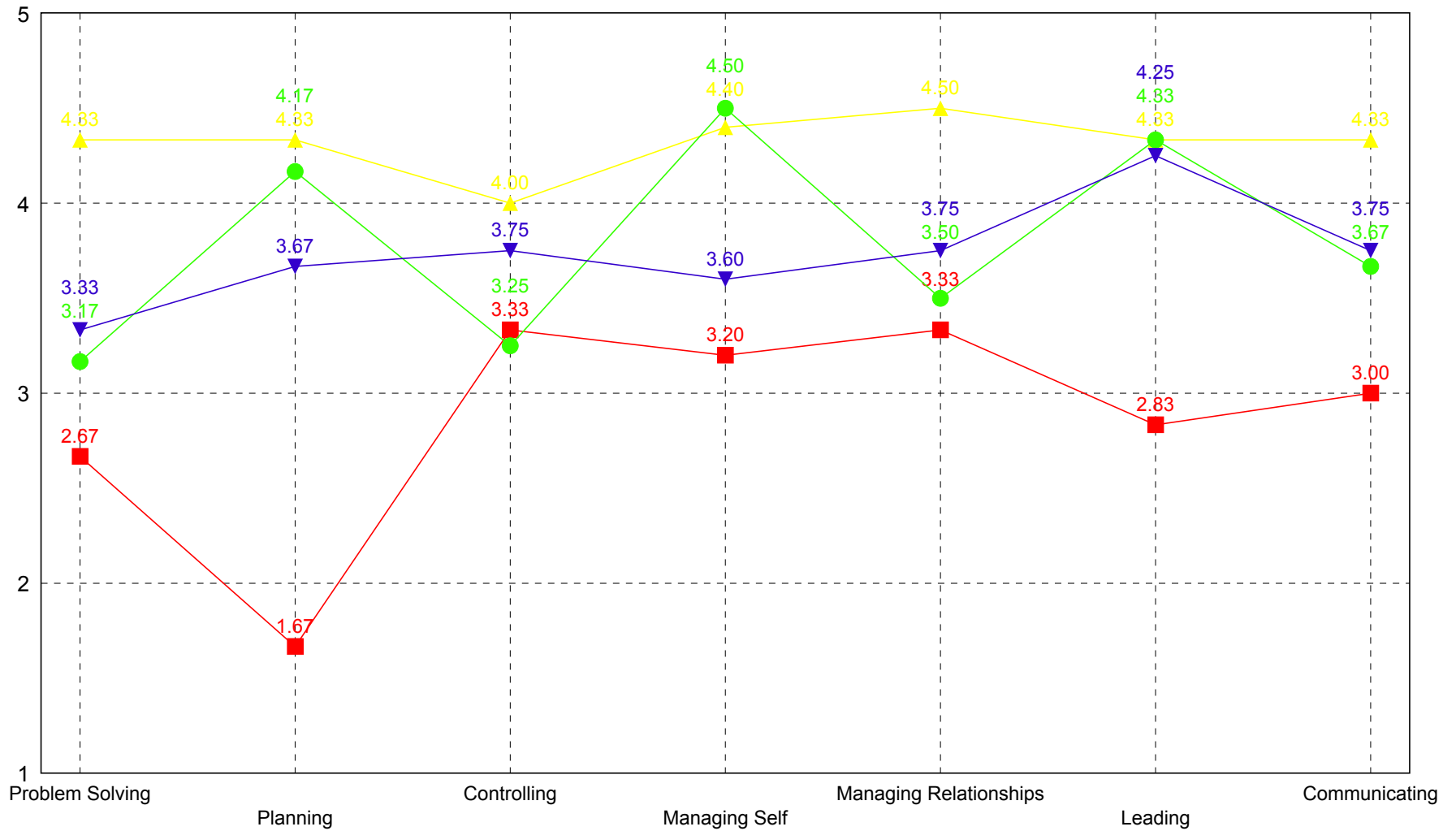
Each rater group category and scores will be shown separately on the graphs using raw score averages. Differences of one-half a point or more by the different rater groups might suggest important perceptual differences. Each LeaderView360 graph is easy to understand and interpret. You and your respondents were asked to rate the observed behaviours using the following 5-point effectiveness scale:

On the graphs that follow, the ratings are indicated as shown below:

- 1 Needs Considerable Development
- 2 Needs Development
- 3 Competent
- 4 Effective
- 5 Very Effective
- NA Not Observable or Not Applicable

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Performance Factor Summary



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Behaviour Introduction

How to Interpret Your Graphs

The bar graphs that follow compare your perceptions to those of other rater groups using average scores for each of the 35 LeaderView360 behaviours. Each rater group category and scores will be shown separately on the graphs with the actual raw score averages and number of raters shown on the right side. The thin line within each bar graph provides the range of scores for each rater group. The competencies are presented in descending order based on the average scores of all raters.

Differences of one-half a point or more by the different rater groups might suggest important perceptual differences. Each graph is easy to understand and interpret. You and your respondents were asked to rate the observed behaviours using the following 5-point scale:

On the bar graphs that follow, the effectiveness ratings are indicated as shown below:

- 1 Needs Considerable Development
- 2 Needs Development
- 3 Competent
- 4 Effective
- 5 Very Effective
- NA Not Observable or Not Applicable

Avs "Avs" is the average score and corresponds with the bar length.

N "N" shows the number of respondents who answered the questions in this behaviour.

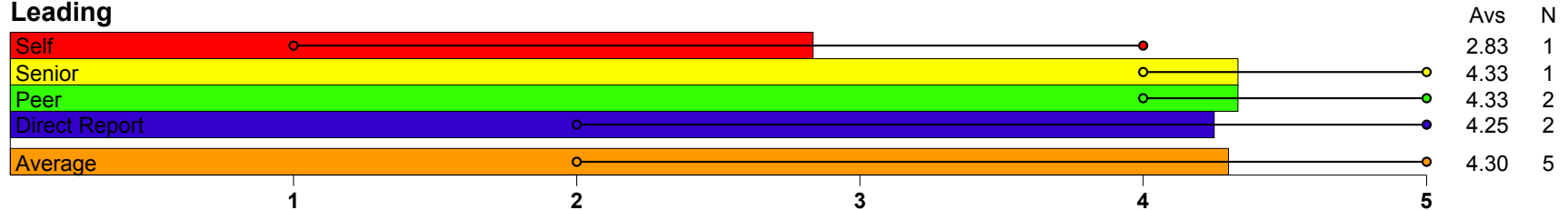
NR "NR" means no people from a particular rater group have responded.

AP "AP" means anonymity protection i.e., if fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity.

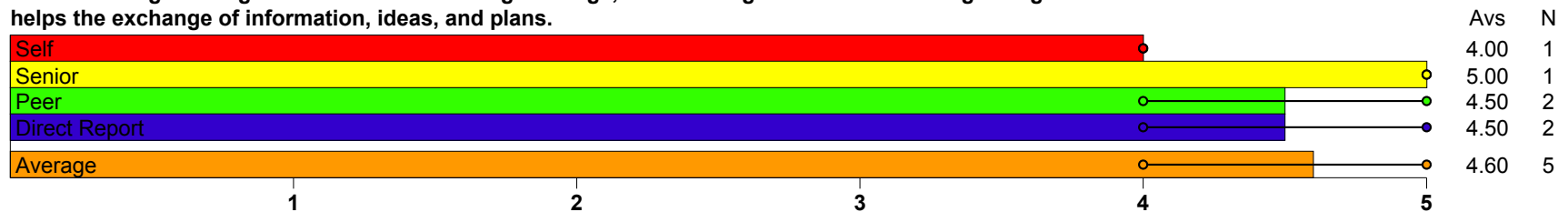
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Behaviour Summary Continued

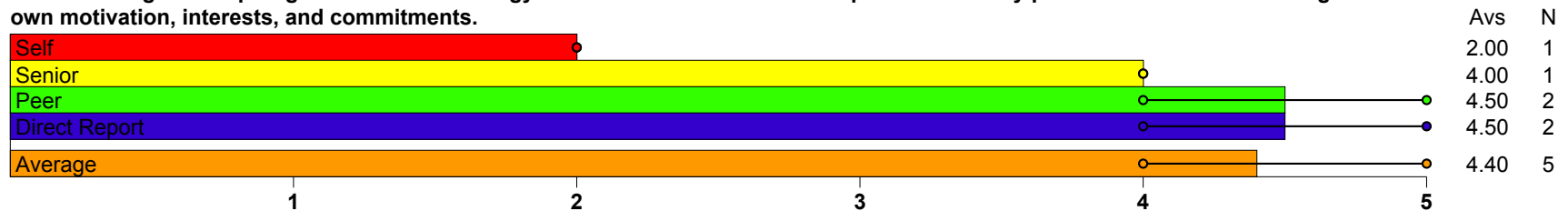
Leading



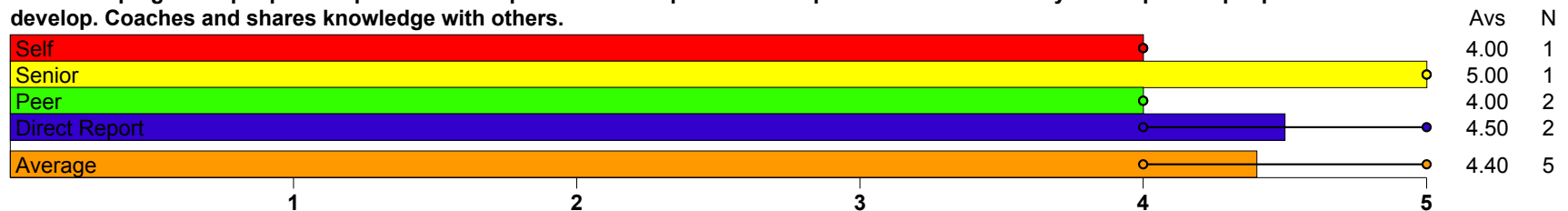
18. Facilitating meetings - In formal or informal gatherings, acts to bring focus to the meeting. Brings out information from others and helps the exchange of information, ideas, and plans.



21. Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.



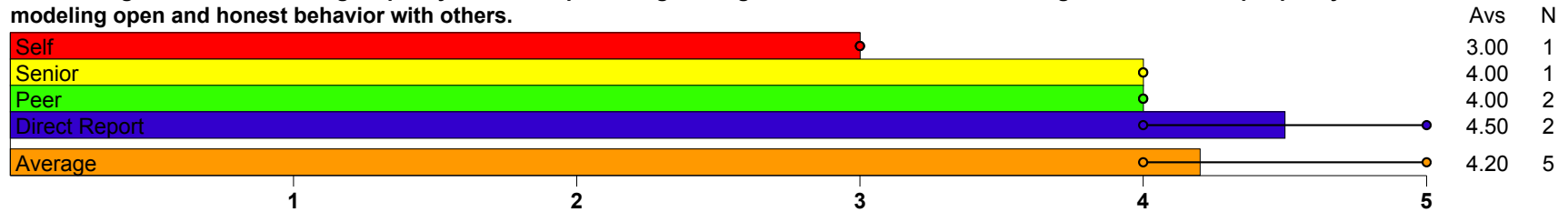
23. Developing other people - Helps others to expand on and improve their capabilities. Looks for ways to help other people learn and develop. Coaches and shares knowledge with others.



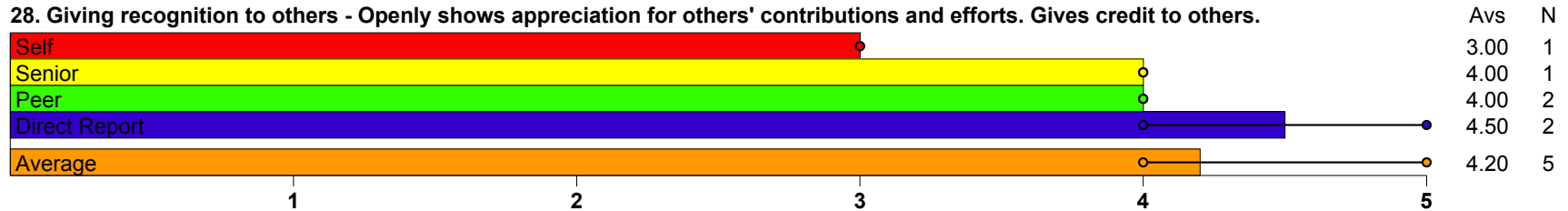
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Behaviour Summary Continued

33. Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.



28. Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.



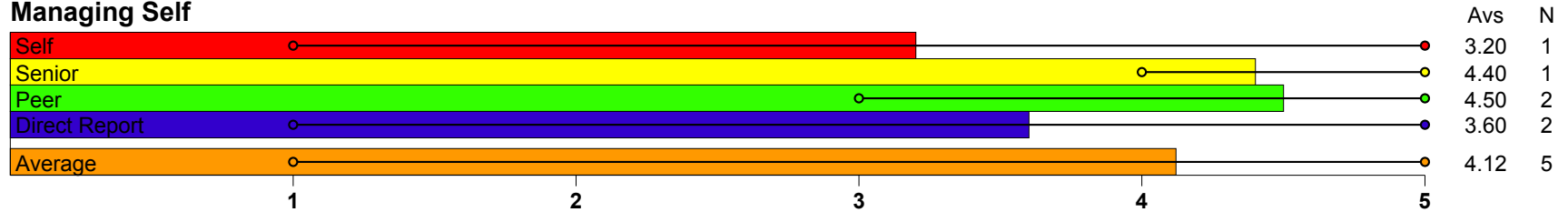
16. Delegating responsibility - Lets others handle tasks within their capabilities; permits others to assuming responsibility for planning and executing tasks. Does not try to perform all work by oneself without assistance.



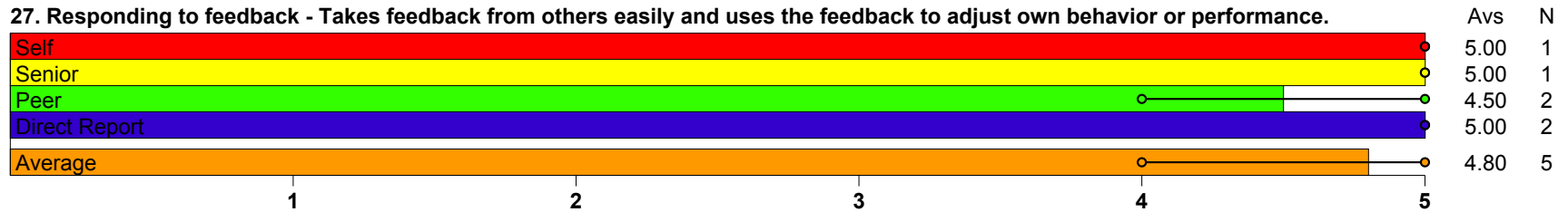
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Behaviour Summary Continued

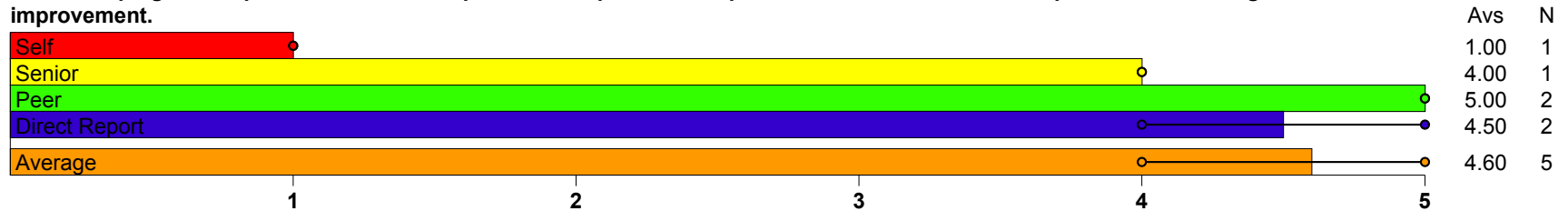
Managing Self



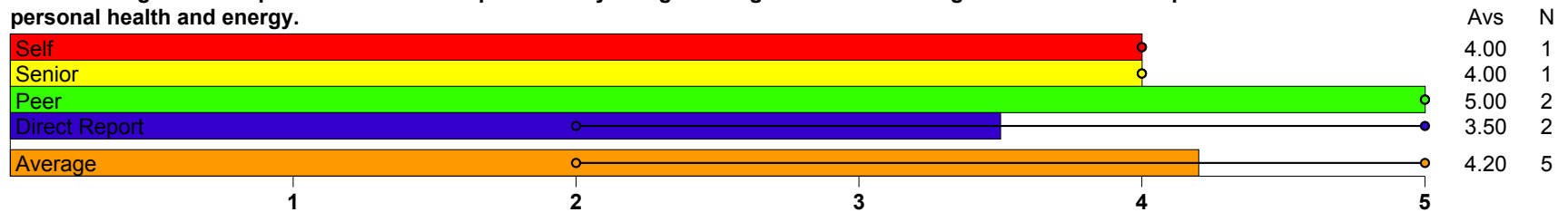
27. Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.



20. Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.



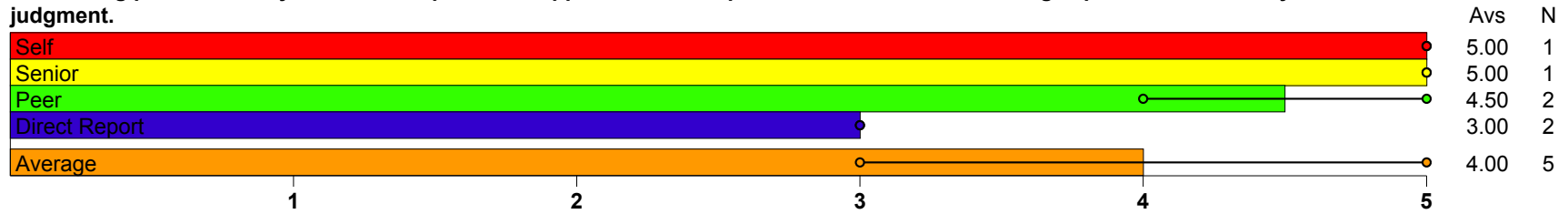
35. Balancing work and personal life - Works productively and gets things done while taking time for self to recuperate and sustain personal health and energy.



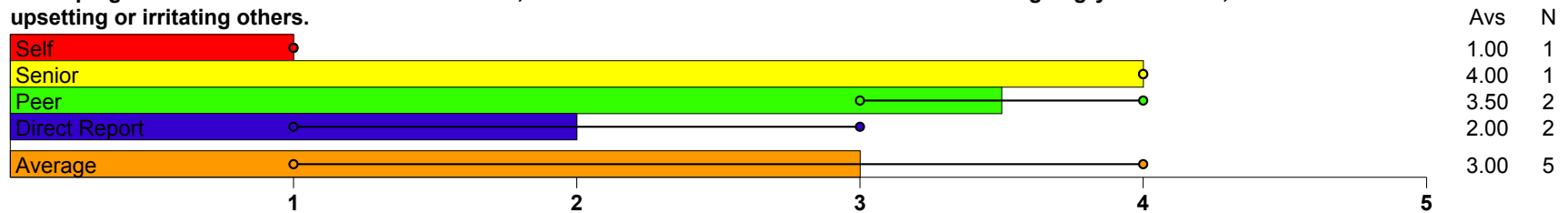
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Behaviour Summary Continued

6. Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.



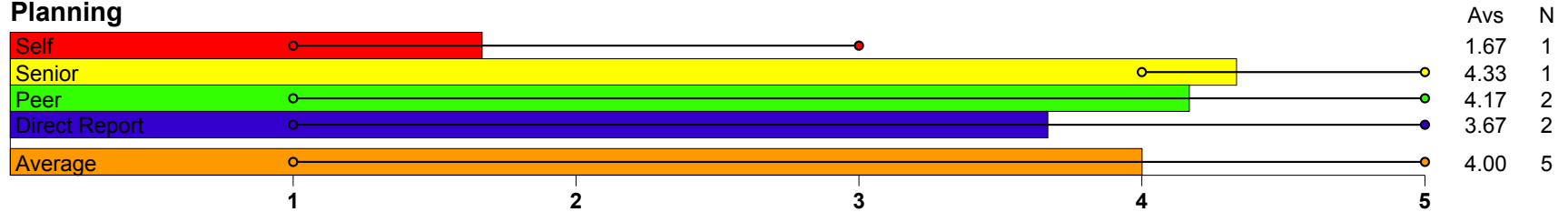
12. Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.



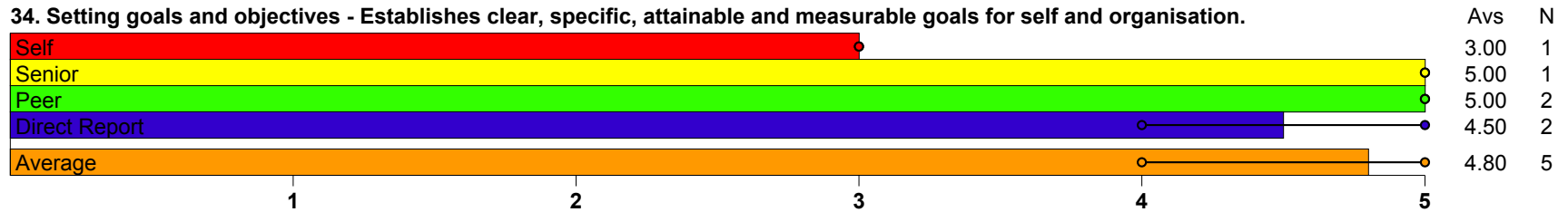
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Behaviour Summary Continued

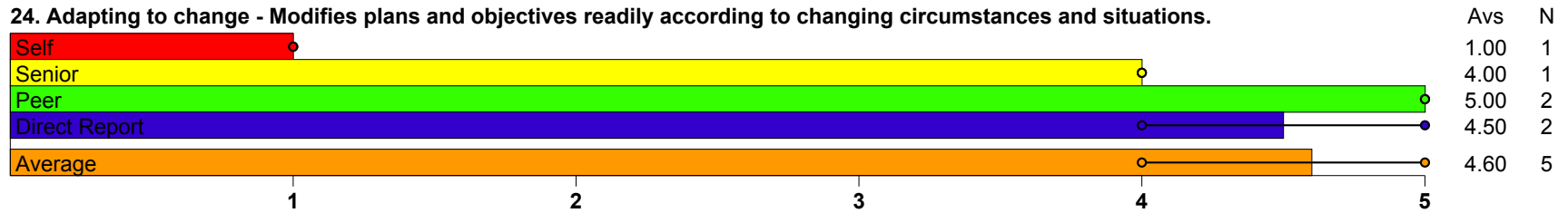
Planning



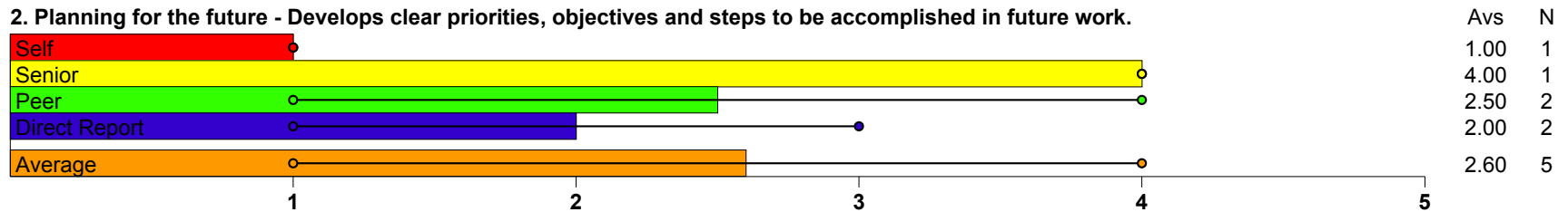
34. Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organisation.



24. Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.



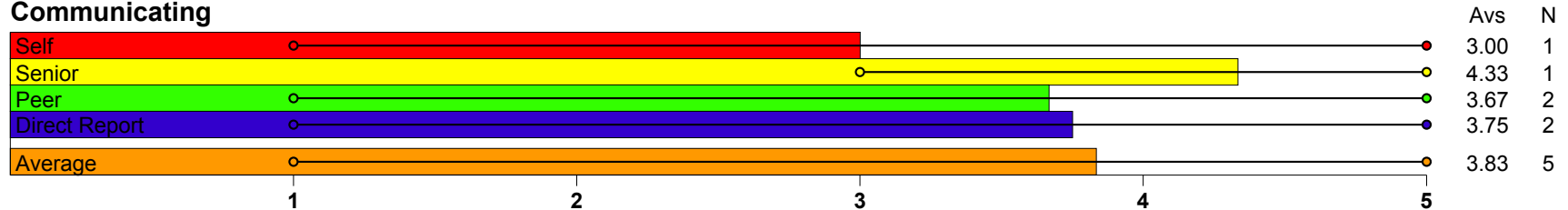
2. Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.



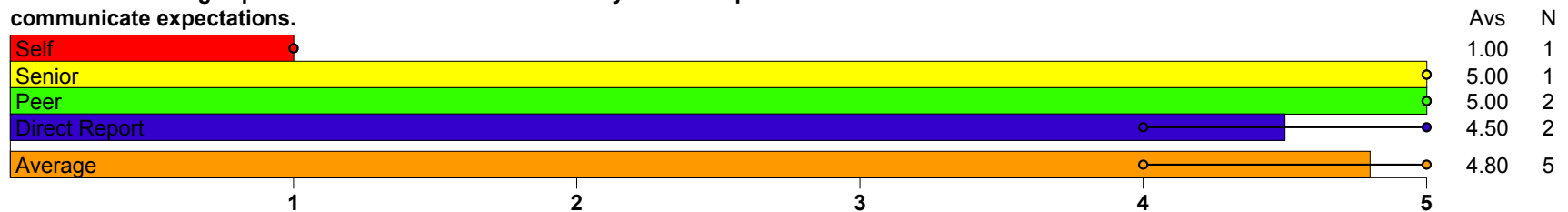
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Behaviour Summary Continued

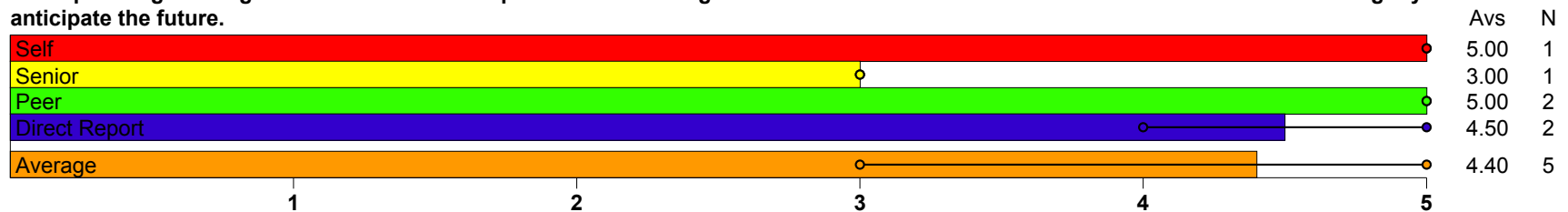
Communicating



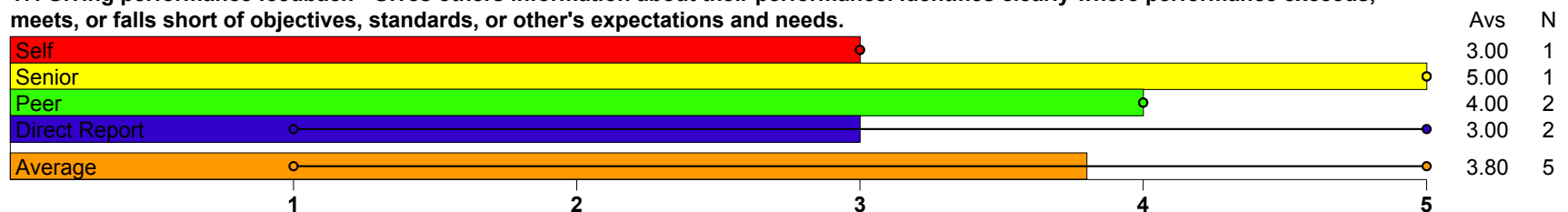
29. Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.



32. Expressing exciting visions of the future - Speaks about coming events with enthusiasm and excitement. Motivates others to eagerly anticipate the future.



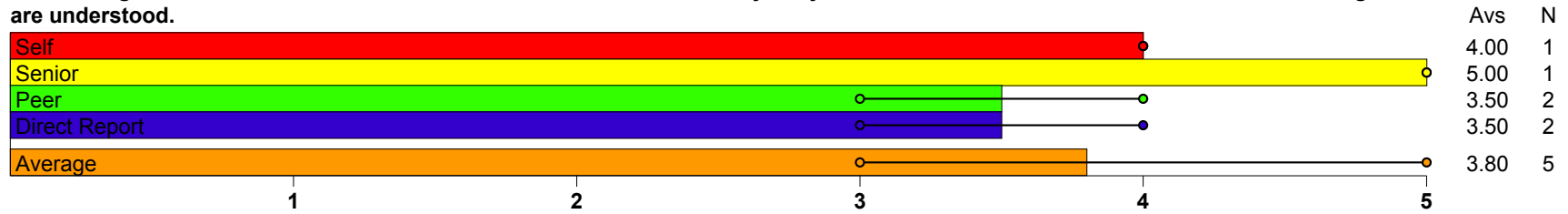
17. Giving performance feedback - Gives others information about their performance. Identifies clearly where performance exceeds, meets, or falls short of objectives, standards, or other's expectations and needs.



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Behaviour Summary Continued

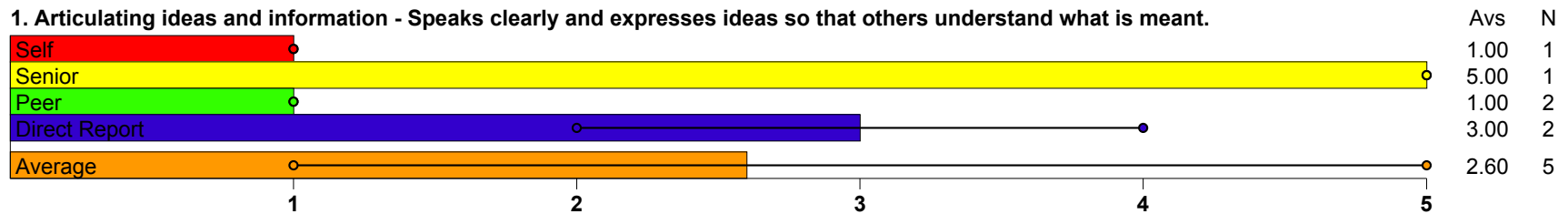
4. Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.



13. Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.



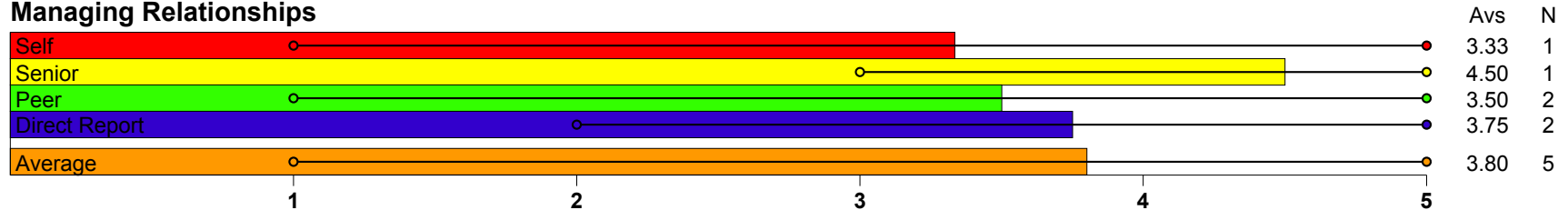
1. Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.



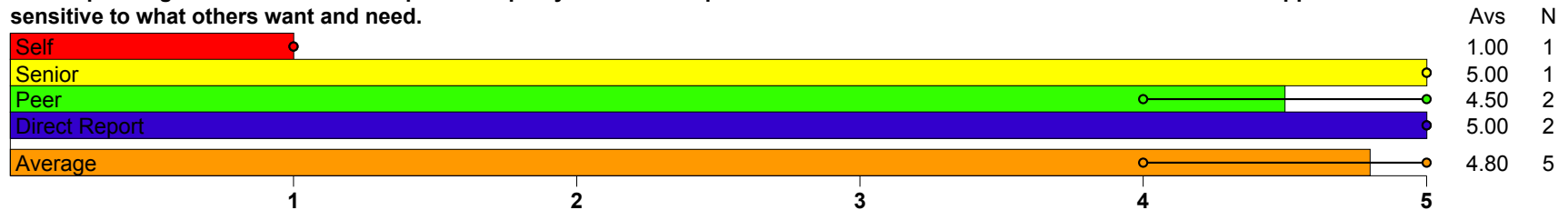
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Behaviour Summary Continued

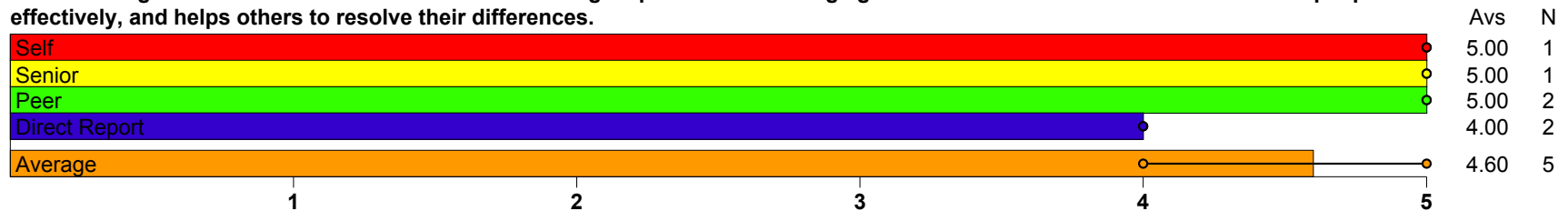
Managing Relationships



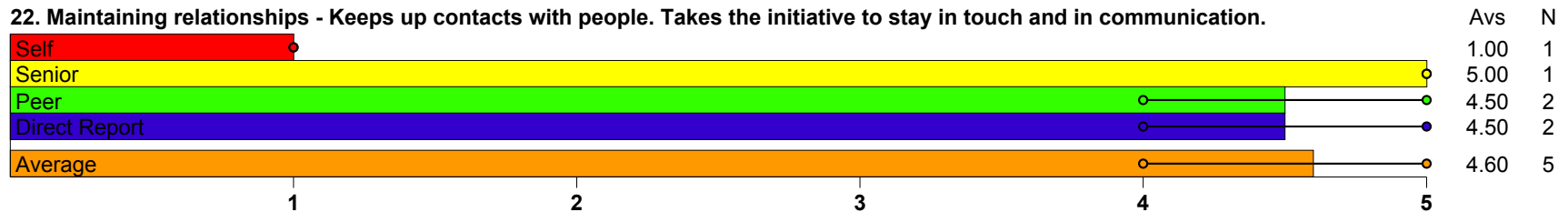
31. Responding to others' needs - Responds helpfully to others' requests and takes the initiative to offer assistance and support. Is sensitive to what others want and need.



26. Resolving conflicts - Takes action to assist in settling disputes and reaching agreements. Resolves differences with other people effectively, and helps others to resolve their differences.



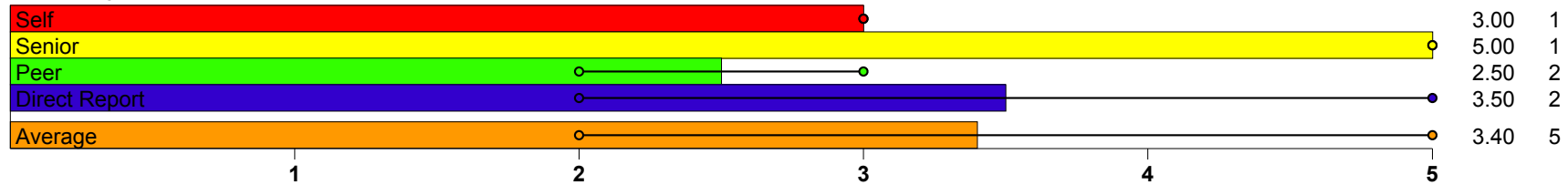
22. Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.



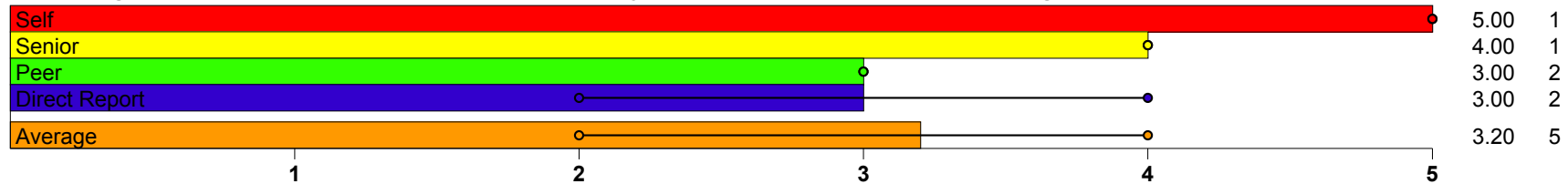
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Behaviour Summary Continued

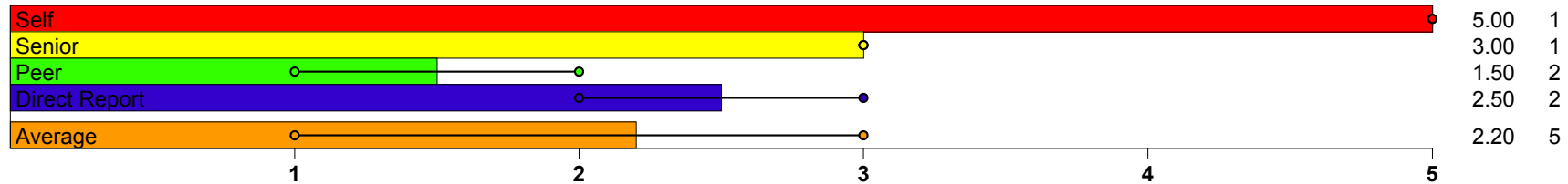
14. Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.



7. Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.



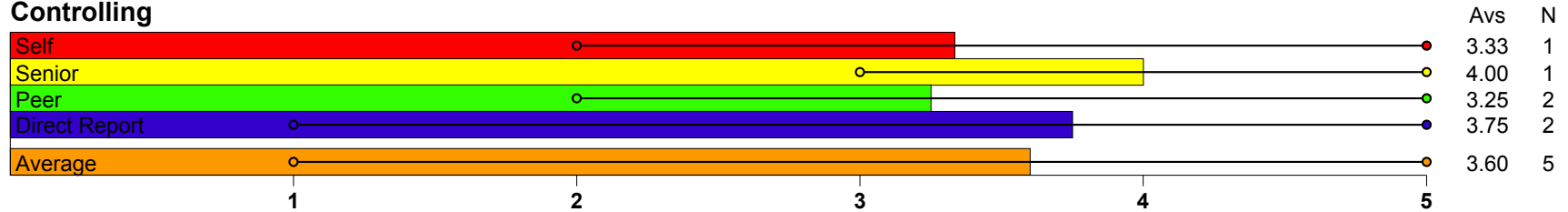
10. Cooperating with others - Readily modifies plans to accommodate others' work and needs. Finds ways to keep own objectives in line with others' plans and needs.



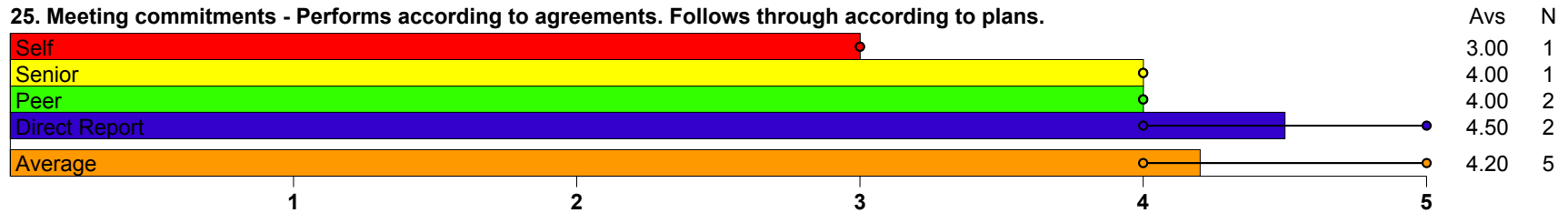
LEADER VIEW360

Behaviour Summary Continued

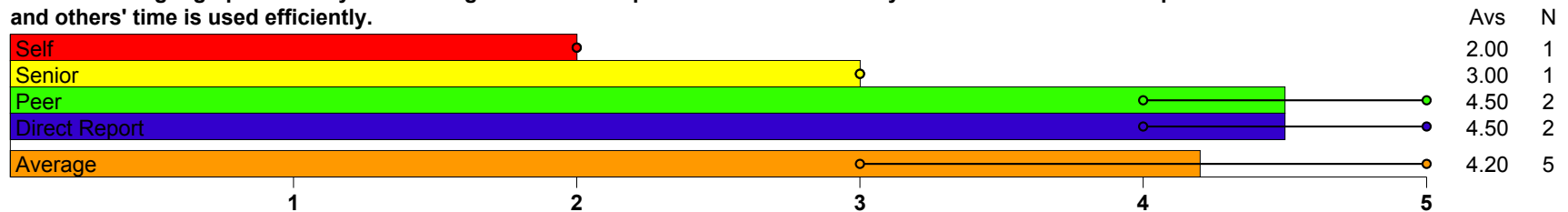
Controlling



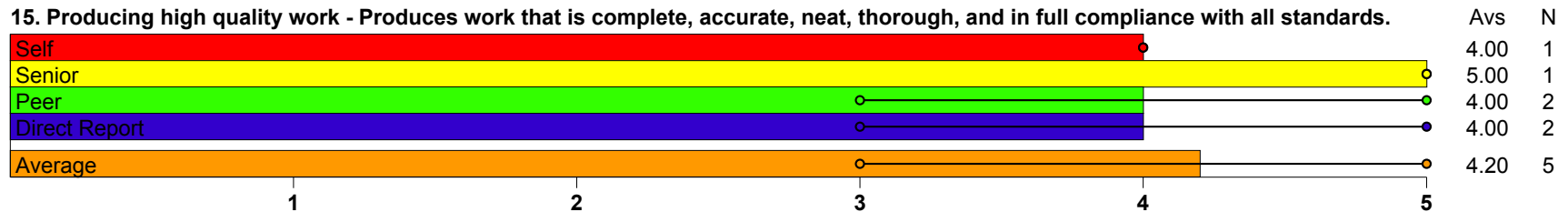
25. Meeting commitments - Performs according to agreements. Follows through according to plans.



19. Maintaining high productivity - Gets things done. Accomplishes a lot of work. Stays active and efficient. Helps to make sure that own and others' time is used efficiently.



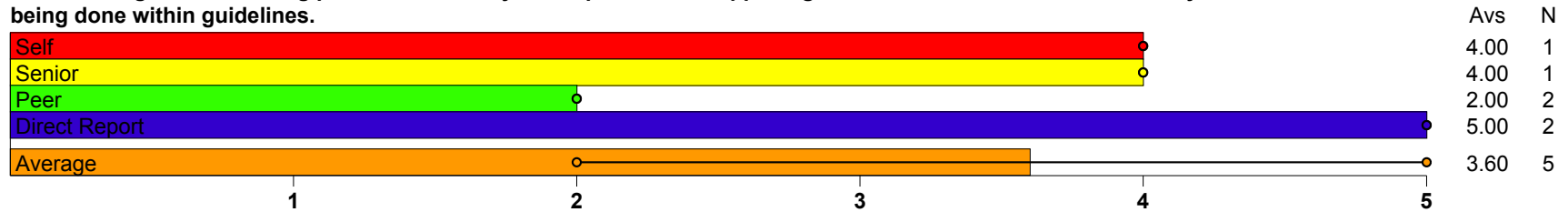
15. Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.



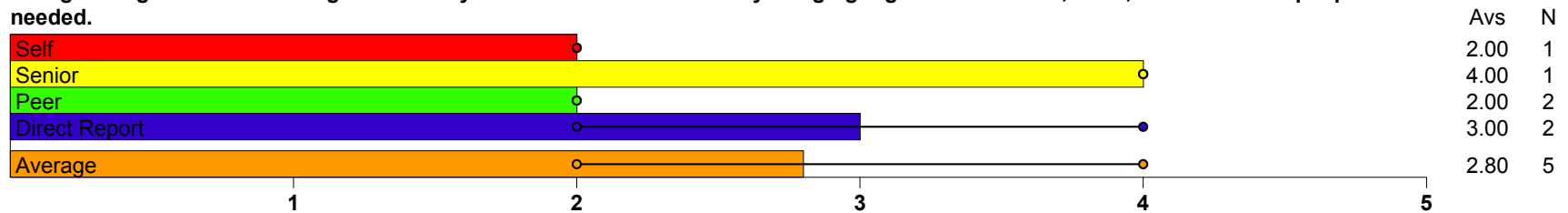
LEADER VIEW360

Behaviour Summary Continued

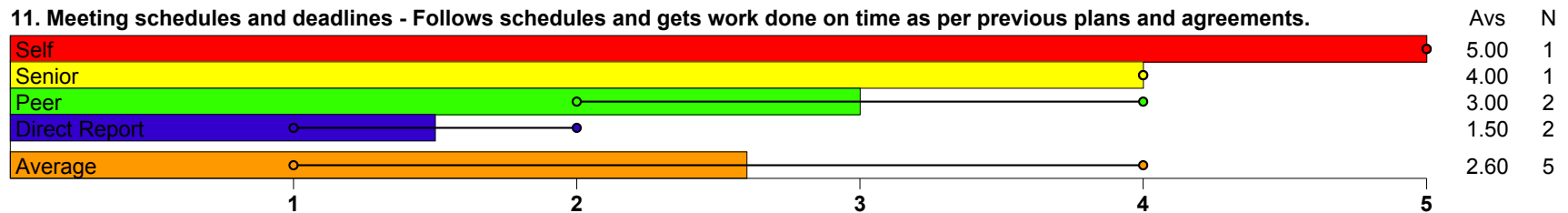
9. Monitoring and controlling performance - Stays on top of what's happening. Knows the status of work underway. Ensures that work is being done within guidelines.



3. Organising and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.



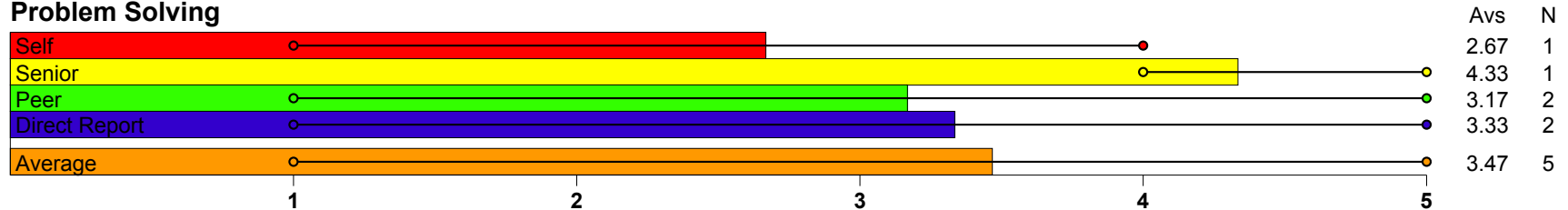
11. Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.



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Behaviour Summary Continued

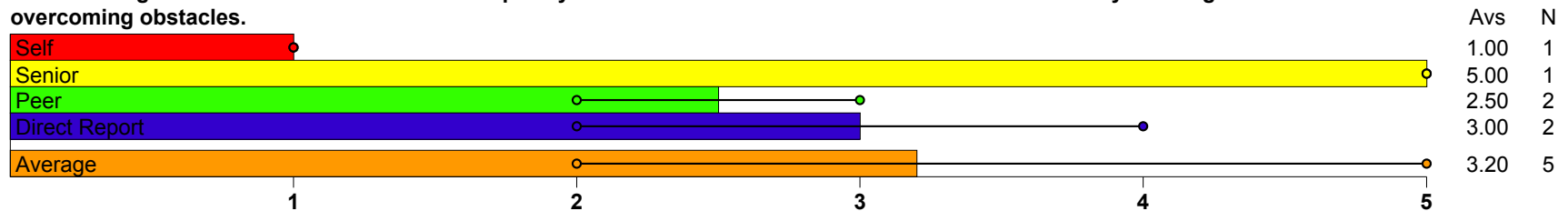
Problem Solving



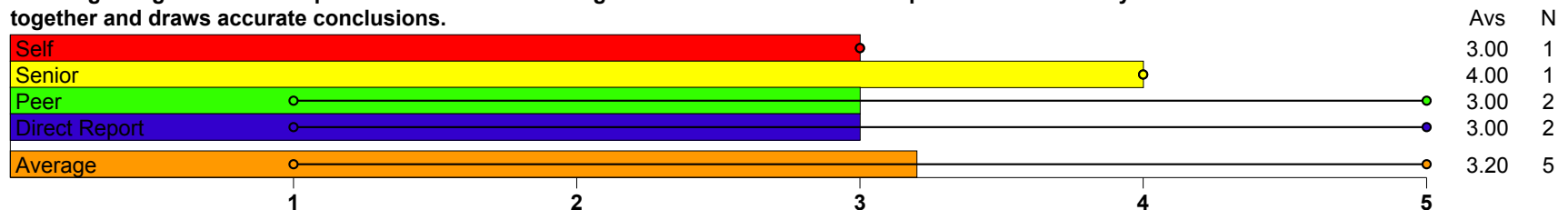
30. Evaluating and acting on new ideas - Shows openness to new ideas and input from others. Evaluates new ideas objectively based on their merits, regardless of who generated the ideas.



8. Generating new ideas - Produces new ideas quickly. Seldom seems at a loss for an idea about a new way of doing work or for overcoming obstacles.



5. Recognising trends - Sees patterns in otherwise disorganised information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.



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Open Ended Comments Summary Introduction

You and your respondents had the opportunity to provide written comments online about your perceived strengths and possible development areas.

The questions were:

- ✓ Please provide any written comments you have regarding the Strengths of the individual in the space provided below
- ✓ Please provide any written comments you have regarding the Development Areas of the individual in the space provided below

These comments are provided on the next pages and are included verbatim without identifying either the rater or rater category to ensure confidentiality.

Compare the open-ended comments provided in the next few pages with the graphs and other information provided in this feedback report.

Please keep in mind that not all comments will be easy to understand - not everyone can provide concrete, specific, non-judgmental feedback.

It is important to look for trends or themes as you read these comments - it is easy to find a single comment upsetting or even biased. However, if a number of comments focus on a specific area you might want to place a greater emphasis of importance on the specific behaviours to change to enhance your overall effectiveness.

The following questions might be useful in analysing these open-ended comments:

- ✓ Are the comments consistent and reinforce the other feedback you have received?
- ✓ Do they add any new information or insight about your performance and effectiveness?
- ✓ Do you see any trends across the open-ended comments?
- ✓ How can you leverage your strengths?
- ✓ What areas are you committed to focus on as part of your executive development plan?

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Open Ended Comments Summary

STRENGTHS

Self:
Sample Text

Senior:
Sample Text

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Open Ended Comments Summary Continued DEVELOPMENT AREAS

Self:
Sample Text

Senior:
Sample Text

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Development Planning Guide

Introduction

The purpose of this Section is to assist you in writing your own personal-development goals. The Personal-Effectiveness Plan (PEP) will help you set meaningful goals aimed at improving your performance in the specific behavioural areas in which you are seen by others as least effective.

The Individual-Effectiveness Profile (IEP) should give you a clear understanding of your strengths and weaknesses, at least in the eyes of the people who rated you. Inasmuch as these people work with you often, if not daily, the IEP data probably give you as accurate a picture of yourself as you will ever receive. It is suggested that you not argue or disagree with their ratings, even though you may feel like doing so. Instead, use this information to improve yourself.

Remember that the IEP is a report of other people's perceptions of you. People form their perceptions based on your behaviours. These perceptions may or may not reflect your true strengths and weaknesses. But people's perceptions of you influence how they behave toward you. If you do not like the view that others have of you, then you must answer the following question: Do you want to change their perceptions of you? If your answer is yes, then it is a good idea to complete the Personal-Effectiveness Plan.

It is important to your future success that you come to grips with the image of you that you help to generate. It is critical that you have a clear understanding of your strengths and weaknesses so that you can find a way to capitalize on your strengths and reduce or eliminate your liabilities.

Most of us have some vague ideas or plans about our future. Typically, our plans remain rather murky, because it takes great effort to be specific about what we want. Additional energy is required to map out a strategy to obtain what we want. Another obstacle to accomplishing our goals is our lack of knowledge about the necessary resources available to help us carry out our plans. Without identifying these key resources, our planning process is unlikely to produce the positive results we want and need.

This PEP outline is designed to help you to focus on the goals, methods, and resources necessary to make the changes you want. It will require your concentration and effort to respond to these items. It will be tempting to postpone doing the PEP, because completing the plan is not easy work. But you are strongly encouraged to carry the plan through to completion. By doing so, you will probably make your career path a smoother journey. Begin working on the PEP right now. This activity could be the most valuable investment of time and energy you will make in your career.

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Development Planning Guide Continued

Your Least Effective Behaviours

Using the information provided in the report of the bottom five behaviours in Section I of the IEP, identify the three behaviours that concern you the most and that you would most like to improve:

Self			
Senior			
Peer			
Direct Report			

Recall work situations in which you may have behaved ineffectively in these areas.

Ask others to describe what you have done that caused them to give you low ratings on these items. Write their responses in this space:

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Development Planning Guide Continued

Short-term plans (daily/weekly)

Long-term plans (this year and beyond)

What barriers might prevent you from following through on your plans?

Write, as specifically as possible, what you plan to do differently in the future to improve your performance and image in these areas:

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Development Planning Guide Continued

What resources/support do you need to change the perceptions that people have of you? You may want to consider technical courses or other training and educational opportunities that would assist you in changing behaviours.

Identify coworkers and other colleagues who have strengths that offset your potential liabilities. How can they help or assist you? Can you learn by observing them, asking them for feedback and suggestions? Can you work with them to develop yourself?
