

# LEADERview360<sup>®</sup>

## FACILITATOR'S GUIDE

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Enlighten.  
Encourage.  
Enable.

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# LEADERview360<sup>®</sup>

## FACILITATOR'S GUIDE

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Welcome to **LeaderView/360**, a performance assessment system that helps you to improve the effectiveness of your people in seven major areas:

1. Problem solving
2. Planning
3. Controlling
4. Managing self
5. Managing relationships
6. Leading
7. Communicating

LeaderView/360 consists of the LeaderView/360 program, a development process and the Leadership Behavior Questionnaire (LBQ).

The responses to the questions are entered into the LeaderView/360 program along with demographic data about the person. LeaderView/360 processes the data creating a profile for the person.

Based on the results of processing the responses (critical management behaviors) against statistical information, you can locate strengths and weaknesses in the person's effectiveness. From this data, you can create or tailor a training program for the person, building self confidence and providing the tools to develop.

### ***ABOUT THIS GUIDE***

This guide is an introduction to using LeaderView/360. It describes some basic concepts of LeaderView/360, how to enter LBQ information, how to review and analyze the results, and how to compare results against a national database provided by Consulting Tools Inc. within LeaderView/360. This guide assumes that you have some knowledge of training and organization development.

## 1.1 LeaderView/360 Development

The Individual Behavior Questionnaire (IBQ) was first designed by Michael R. Perrault and Kenneth R. Brousseau in early 1988 and used as part of a senior executive management development seminar being conducted by Decision Dynamics Corporation of Santa Monica, California. The week-long seminar was developed to help senior managers who had been identified by their companies as high potential leaders. These were the all-stars who would someday lead their company. Also in attendance were several senior managers who at one time had been on similar lists in their organizations but whose careers had gone awry. Their employers wanted to get them back on-track.

In addition to several paper and pencil self assessments, participants were put through a number of video-taped group problem solving exercises. Prior to the course, seminar leaders sent the IBQ to co-workers of the participants who were asked to evaluate the participant's effectiveness on 31 critical individual behaviors.

During the seminar participants received extensive individual feedback and counseling from the seminar leaders. Typically, some students questioned the validity of the assessment results. Some students challenged their behavior as captured on the video tape. They argued that the setting was artificial and their behaviors were not truly representative of how they acted in the work place. They rationalized that they behaved differently back in their offices.

However, during the discussion of the IBQ scores it became increasingly difficult for these managers to contest the evaluations of their co-workers. The IBQ data were, after all, only the perceptions of co-workers. Seminar leaders suggested that perception is all anybody really has to operate on when working with others; in other words, perception is reality, whether you like it or not.

In the ensuing months, in very different settings, the IBQ was used as a means to study the quality of relationships between and among members of work teams. In addition to producing individual effectiveness profiles, the aggregate of the responses of all other evaluations generates a unique picture of the strengths and weaknesses of the team. The IBQ gave us both individual effectiveness profiles for each member of the team as well as a

team management effectiveness profile. We developed increasing confidence in the results. The IBQ is the basis of the TeamView/360 and, more recently, the LeaderView/360 programs. Through academic research and extensive field experience we have developed these programs to allow others access to the powerful results that they yield.

The Leadership Behavior Questionnaire (LBQ) consists of the IBQ specially revised to add a stronger Leadership element.

## **2.1 Overview**

LeaderView/360 is a process and a software program for Human Resources Development professionals and Organization Development consultants that was designed for improving individual performance by evaluating individual effectiveness. The resulting profile quickly points to areas of strength and weakness allowing the participant to improve personal management skills.

Through LeaderView/360, you can develop a profile for people using their own input, input from their seniors, peers and subordinates. You can also compare participants against data from persons outside the company.

The information is gathered from responses entered on Leadership Behavior Questionnaires (LBQs), specially designed and developed for LeaderView/360. The responses, 35 in all, are grouped into seven performance factors that reflect a person's personal and professional performance as evidenced by these behaviors. These performance factors have a direct relationship with the way in which the person interacts with staff, superiors, and peers. They have a bearing on decisions that must be made, how creative the person is, and how well they listen to others and develop ideas.

In addition to building a profile of self-rated and other-rated responses, you can also set specific demographic criteria for each person, such as the industry in which the person works, area of responsibility, age, gender, ethnicity, geography, and level of education. After entering this data, you can then compare LBQ scores and demographic data against the international LeaderView/360 database.

## 2.2 A framework for Briefing Participants

This framework is designed as a checklist of areas to cover with participants before they take part in the LeaderView/360 process. In time, you will modify this to suit your style and the concerns of people you brief.

1. Introductions
2. 360° Feedback
  - What is it?
  - What is it for?
  - How does it work?
3. LeaderView/360
4. Links with other events e.g. Appraisal
5. Ground Rules
  - Voluntary
  - Positive
  - Anonymous ratings
  - Confidential feedback
  - Sharing feedback
  - Data holding
6. Instructions on completion of questionnaires
7. Deadlines
8. Chasing late questionnaires
9. The feedback process

Communication of the process and protocol is very important as it reassures and reduces suspicion. It is now important to stick to what you have said.

## 3.1 UNDERSTANDING LEADERVIEW/360 SCORES

Standardized scores show you immediately how a person's self ratings compare to the average self rating in the LeaderView/360 database and how a person's other ratings compare to the average other-rating in the LeaderView/360 database.

- Self rating scores show how the person rated himself or herself in a performance category compared to how the average person in our LeaderView/360 database rates themselves.
- Other-rating scores show how others rate themselves compared to how the average person in our LeaderView/360 database is rated.

For example, a self rating score of 0.0 in Managing Relationships means that the person rated their effectiveness the same as other people in our database.

If, however, a person's self rating score in Managing Relationships is 2.0, this means that the person sees their own effectiveness more much more effective than the people in our database see their own effectiveness in this category. More specifically, a score of 2.0 puts that person's score a full two standard deviations above the average or mean self rating in Managing Relationships. Two standard deviations above the mean translate roughly to the 98th percentile; in other words, 98 % of the people in the database score below this person.

Conversely, a self rating of -2.0 puts the person's score two standard deviations below the average self rating in the Managing Relationships category at around the second percentile; in other words, 98% of the people in the database score themselves above this person.

The same logic holds for other ratings. A score of 0.0 means that the person was rated by others as average in performance effectiveness compared to how people in our database on the average have been rated by others. Positive scores show that the person rates above average; negative scores show that the person rates below average, compared to the average person in our database.

This comparative rating system is a central ingredient in the power of the LeaderView/360 system. If a person's raw score in a category (before being normalized against scores in our database) is 4.5 on a scale ranging from 1 to 5, it may seem that the person is a superstar in that category. However, if it turns out that people on the average in our database rate at 4.2, a more accurate interpretation would be that the person is performing just above average in that category.

In summary, the main features that you should be noting, to talk through with the Participant is:

- Highs: areas where the Participant is rated highly indicating Strengths
- Lows: areas where the Participant is rated low indicating Development needs
- Gaps: areas where the Participant is rated differently by the different stakeholders

## 3.2 INTERPRETING SELF RATINGS

A good place to start looking for patterns when interpreting LeaderView/360 results is to look at a person's self ratings. Many patterns are possible, but there are several important things to look for.

First, how do the person's self-evaluations compare to the self ratings of other people in the LeaderView/360 database? You will find that some people evaluate themselves as much more effective across the board than the average person. That is, all of the person's ratings on the seven major performance factors fall above the 0.0 line on the graph. Others rate themselves as less effective across the board.

Bear in mind, that when people rate themselves, they do not know whether they are rating themselves higher or lower than anyone else. They merely assign themselves a performance effectiveness rating on a five-point scale. However, when the person's ratings are plotted on a LeaderView/360 graph it shows directly how the person's ratings compare to those of others.

Generally, it is more important to know whether a person's self-evaluation is high or low compared to the average self-evaluation than it is to know that a person's score is 4.2 on a five-point scale. Although such a score is on the high side on the five-point scale, the critical thing to know is whether that self rating is higher or lower than others' self ratings on that same factor.

### *HEIGHT OF SELF RATING PROFILE*

In interpreting self ratings, most profiles can be sorted into one of the following categories:

1. **Superior across the board.** All of the person's self ratings fall above the 0.0 line on the graph. The person sees himself or herself as more effective in all respects than other people view themselves.
2. **Inferior across the board.** This pattern is the reverse of the one above in that all of the person's scores fall below the 0.0 line on the chart. On the whole, the person sees herself or himself as less effective than others in all aspects of performance.
3. **Strong in some areas; weak in others.** This is the most common profile. The person rates their performance more highly in several categories than other people rate themselves, but lower in other categories than other people rate themselves on the average.

Looking at the overall height of the person's self-evaluation profile quickly tells you whether the person sees herself or himself as a high performer in general, a low performer in general, or as a person with some strengths and some weaknesses.

## ***SHAPE OF SELF RATING PROFILE***

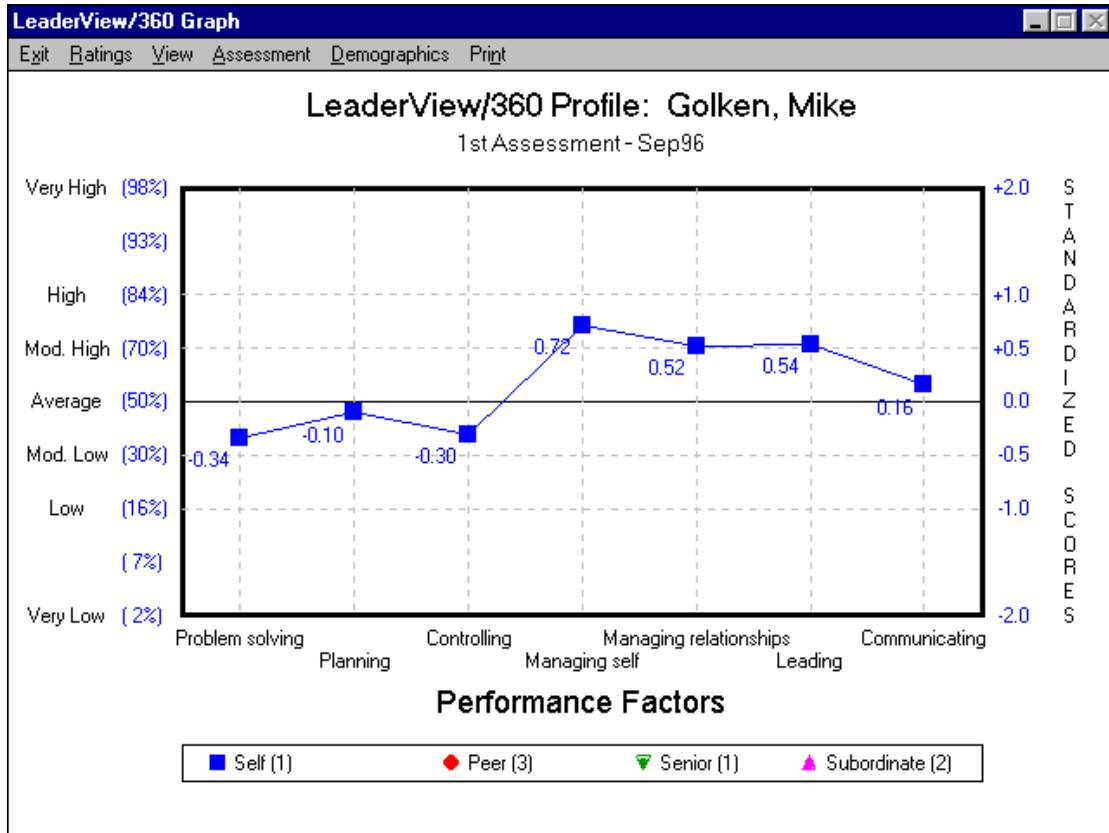
The next step is to look at the shape of the profile. What are the performance factors that individuals see as their strong suits and what are the factors that they see as being their weak suits? There are a number of distinctive patterns that you should look for.

## ***A JAGGED SELF RATING PROFILE***

In most instances, LeaderView/360 profiles are somewhat jagged. Ratings are higher on some factors than on others. Even when individuals view themselves as highly effective across the board, they see themselves as more effective in some areas of performance than in others.

Below shows an example of a 'smooth' LeaderView/360 self rating profile for Mike Golken. Mike's profile shows that he sees himself as quite effective in four categories of performance: Managing Self, Managing Relationships, Leading, and Communicating. However, his ratings in Problem-solving, Planning, and Controlling are below average.

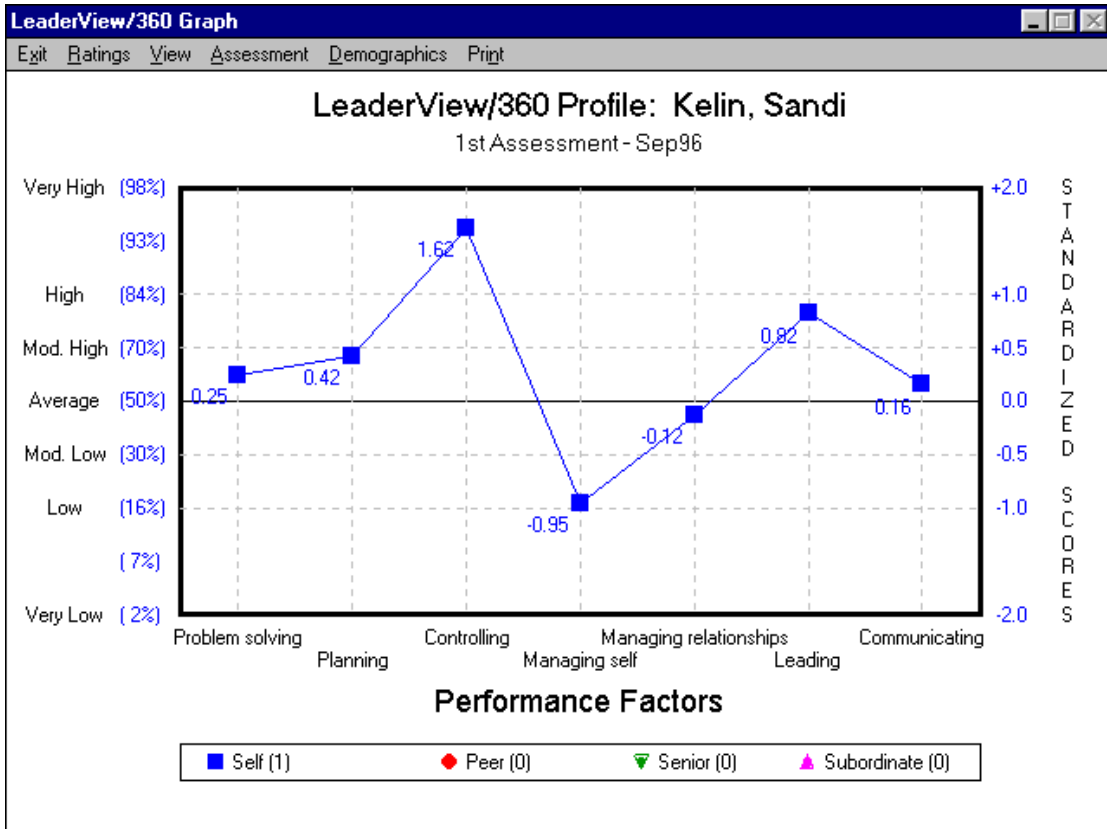
Figure 1



One of the most important messages conveyed by this self rating pattern is that Mike views his strengths in the area of interpersonal skills. In other words, Mike appears to view himself as a more competent “people person” than as a “thinker” or “doer.” In particular, Mike sees himself as quite competent in Managing Self.

Not all self rating profiles convey so clear a message. Figure 25 shows an example of another jagged self-rating profile which, unlike Mike's, shows no clear theme differentiating self-perceived strengths from self-perceived weaknesses.

**Figure 2**



This inconsistent, jagged, “sawtooth” pattern may be an indication that the person’s own self-perception is inconsistent and lacking in structure.

At this level there is little about Sandi’s profile that you would be safe to conclude with confidence. Before concluding anything, you should dig in further, and in particular look at the relationship between the person’s self ratings and ratings from others.

## ***A FLAT SELF RATING PROFILE***

Whether high or low, a flat self rating profile says that a person sees no particular area of their performance that stands out as superior or inferior to any other. Such a profile might be accurate in depicting the person's self-perception, but the chances are that it differs greatly from how the person is perceived by other people. (You will see this when you examine the person's other ratings.)

Alternatively, a flat profile could mean that the person merely filled out the instrument in a perfunctory way rather than making any real attempt at self-description.

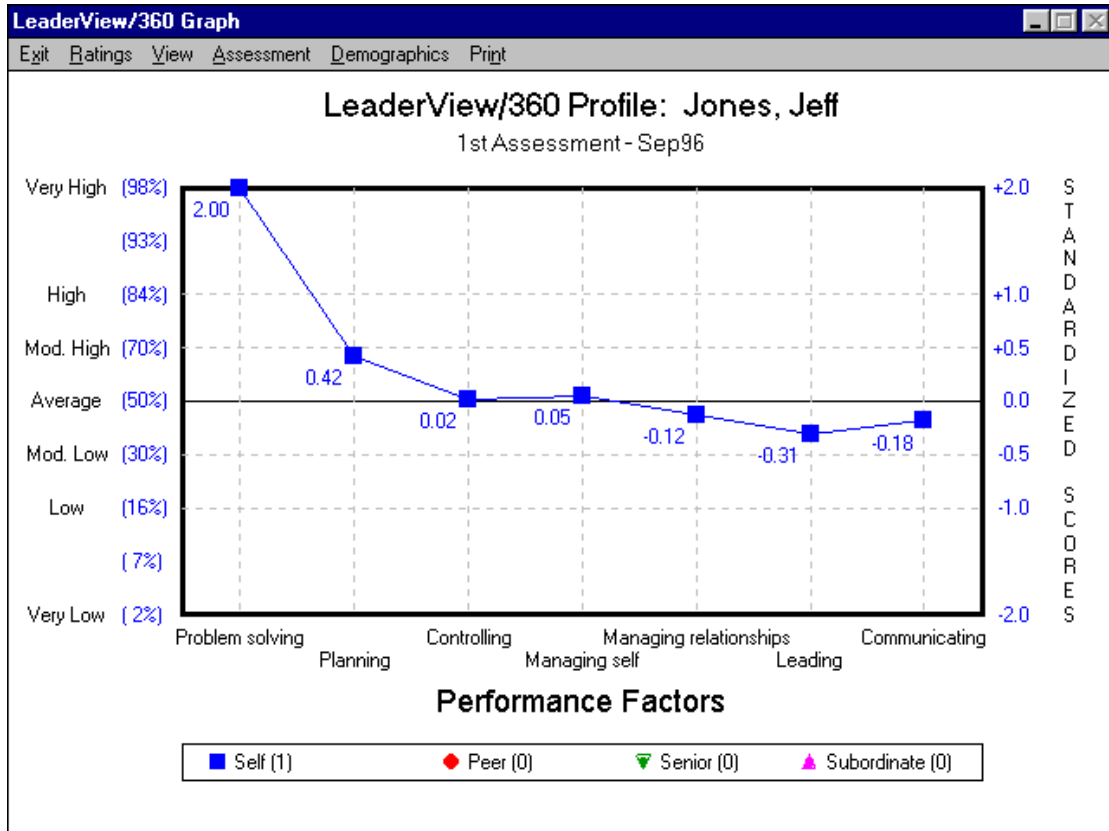
**The flat pattern at least should alert you to the possibility that you may be dealing with a person who lacks a clear self-perception.**

More than telling you anything about what special strengths or weakness there may be in a person's performance, a flat self rating profile may be a warning that the person is not very discriminating when it comes to self-perception. Their self-perception may be colored by an overwhelming halo-effect, positive or negative or in-between, as indicated by the distance of the profile from the average, 0.0 line.

## ***ONE-POINTED SELF RATING PROFILE***

Occasionally, you will see self rating profiles like the one for Jeff, shown overleaf. The profile is relatively unexceptional except for one very noteworthy factor that deviates markedly from the rest of the profile. We call this pattern a "one- pointed" profile.

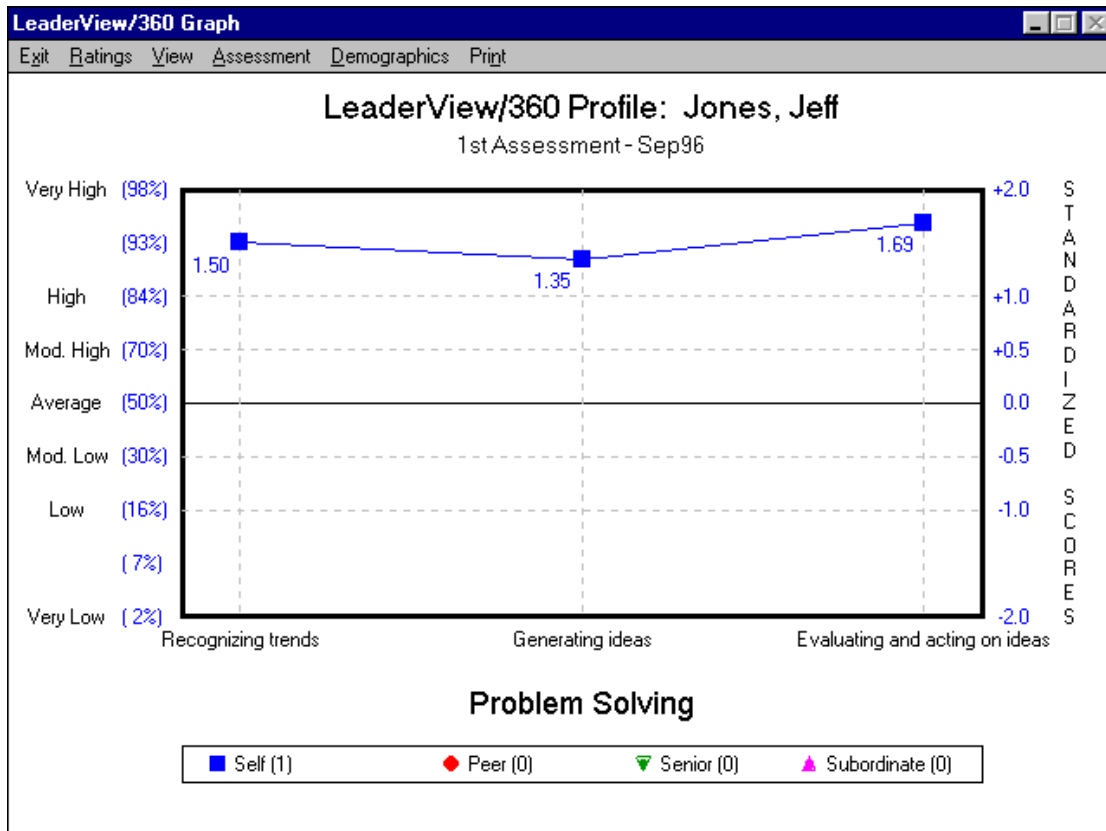
Figure 3



This type of pattern should pique your curiosity about what's going on with Jeff to pull his self-evaluation up so markedly in this one area.

Chances are good that you can satisfy your curiosity at least in part by examining the Problem Solving factor graph showing how Jeff rated himself on each of the three behaviors that compose the Problem Solving factor, as shown in Figure 27 overleaf. Recall that the three sub-factors of Problem Solving are randomly distributed throughout the LBQ (as are all sub-factors) and thus, Jeff is not just rating himself on one group of behaviors called Problem Solving.

Figure 4



The pattern shows clearly that Jeff's high opinion of his Problem Solving capabilities is pretty uniform across the three questions. Very likely, Jeff is the recent recipient of some positive feedback from one or more others about his Problem Solving ability.

The real significance in Jeff's pattern is not so much that he sees himself as a good problem solver, but rather that Jeff seems to be so focused on one aspect of his performance that he may not be seeing clearly how he behaves in other areas.

With one-pointed profiles, such as Jeff's, we often find that people have become so focused on, or sensitive to, one facet of their performance (either as a strength or as a weakness) that they have become virtually blind to other aspects of their own performance. Alerting such people to the interplay between different facets of performance often can help them develop a more well-rounded and balanced self-image.

### 3.3 INTERPRETING OTHER RATINGS

Your examination of self ratings will give you insights into how a person views their own performance effectiveness. Now the question becomes: "How is this person seen by other people?" At this point, you are ready to look at the person's other ratings profiles.

Keep in mind that when we refer to "other" ratings, we mean the ratings of other stakeholders who completed the questionnaire. This includes the senior (boss), peers and subordinates that the person chose as respondents.

Before getting into the details of other ratings profiles, you should get a feel for the overall pattern of each profile, just as you do in examining self ratings.

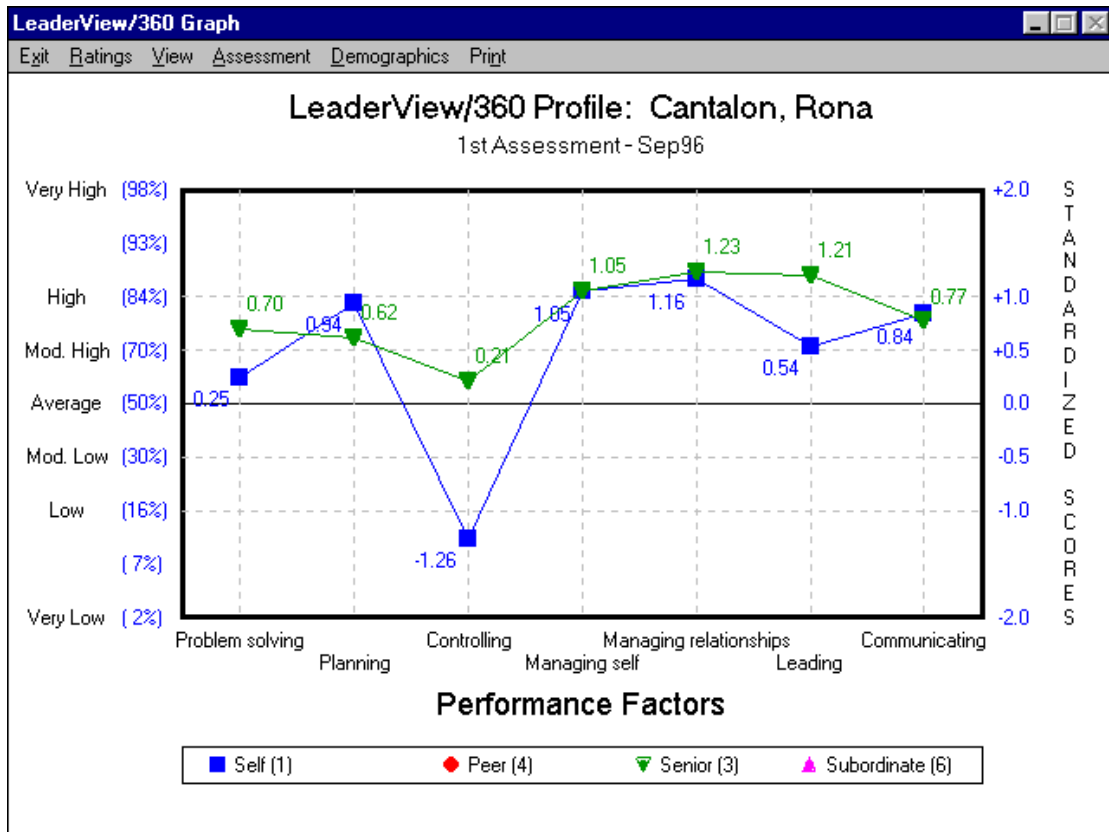
Many patterns of profiles are possible, but here again there are certain things to look for to obtain a sense of the overall pattern. Here are some basic questions that you can ask for each of the other profiles:

- What is the height of the profile? Overall is it low, high, or in-between? How far does it deviate from the norm (the 0.0 line)? Is more of it above the norm than below? In other words, how effective (in general) is the person as seen by others?
- What is the shape of the profile? Is it jagged, with noteworthy highs and lows showing perceived strengths and weaknesses? Or, is it flat?
- How does the profile compare with the person's self ratings profile? Are the person's other ratings better or worse on the average than the person's self ratings? Does the other ratings profile follow the same shape as the self ratings profile? Or, do the two profiles appear to describe two very different people rather than the same individual?

## Review of Rona Cantalon's graph

Take a look at Rona's Performance Factor graph.

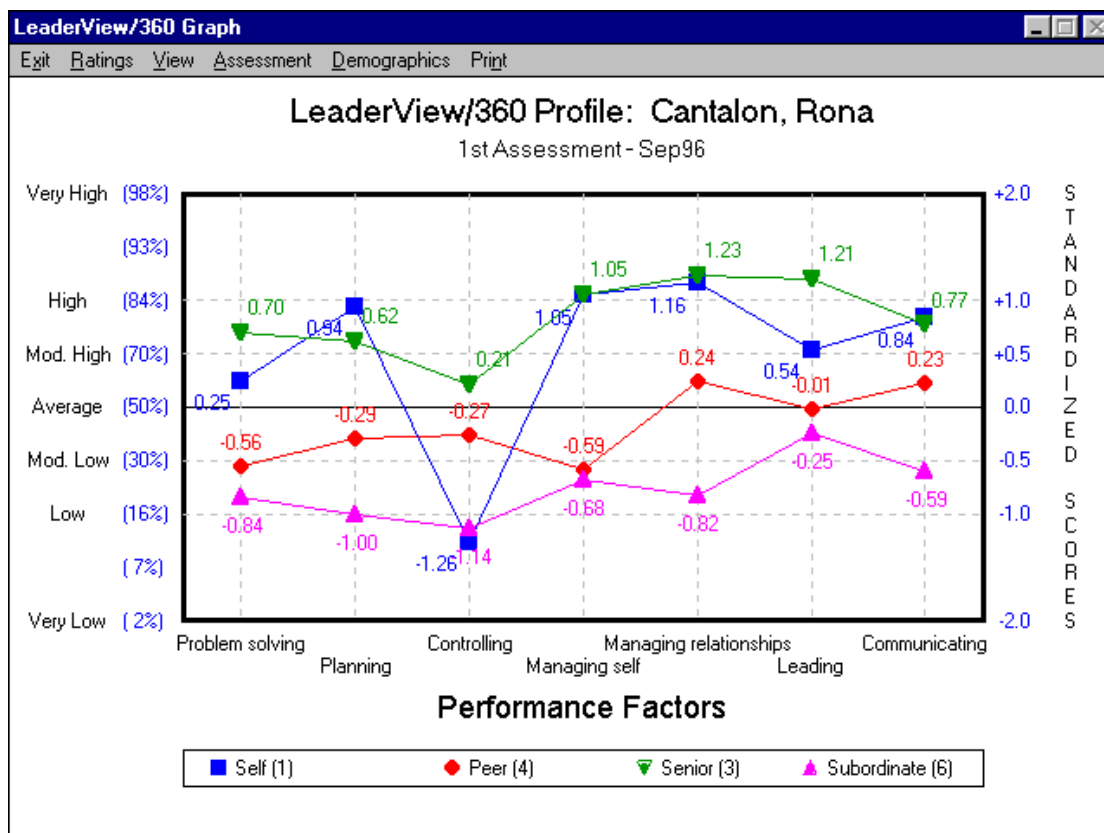
Figure 5



You will see that certain patterns emerge from the data that quickly tell you much about Rona's effectiveness as perceived by herself and others. Note that her self ratings and the ratings of those senior to her are quite similar. She rates herself much lower on Controlling than her supervisors rate her. But, overall, the pattern is quite similar. And, the ratings are quite high. So, it appears that she shows her self-perceived strengths to her seniors in a convincing fashion. Additionally, they rate her higher on her social skills than on her technical skills, though the difference does not appear to be significant.

Her co-workers/peers and her subordinate/direct reports have a different view of her effectiveness.

Figure 6



However, their ratings follow a pattern similar to her seniors. They too rate her higher on the right brain, social behaviors than they rate her on the left brain, technical, task related behaviors. It appears that she is viewed by others as more socially adept than she is technically competent. This is very important developmental information for Rona.

Note that her peers and subordinates rate Rona lower across the board than do her seniors. It seems that Rona may be doing an excellent job of managing upwards, but may not be paying sufficient attention to job functions and relationships with these other groups of people. She has received a very clear message from her co-workers and direct reports. They want higher quality interactions with Rona. To increase her opportunities for advancement, Rona needs to have these insights into how her behaviors are perceived by others.

We recommend that you click on each of the Performance Factors and review her scores for all thirty-five individual behaviors. This will give much additional information regarding Rona's effectiveness. Remember, all you have to do to see the other behaviors is to place your cursor on the label (items #5 in sample on page 20) and when the cursor changes to an upward pointing arrow, click once on your

left mouse button. The screen for that factor will appear with the behaviors from the Leadership Behavior Questionnaire (LBQ) showing at the X axis.

To return to the Performance Factor screen, click on your right mouse button. You may also view each of the factors by placing your cursor on the word View on the Menu Bar. This will give you a list of each of the eight graphs available for viewing. You may move from graph to graph by using the View item on the menu bar.

## 4.1 The Individual Feedback Session

The following notes are based on several hundred feedback interviews and conversations with facilitators.

### 1. Preparation

Before any feedback session you should read the report(s), identify any problems or difficulties and prepare a strategy for dealing with them.

### 2. Purpose of feedback

Be clear on why you are conducting this session. Is it for individual development, part of performance appraisal, etc? The nature of the purpose will govern your approach and will influence the sorts of response which the participant will give to the feedback.

### 3. Explain who you are

Explain what your role is in this session e.g. to help the person understand their results and begin action planning. Your purpose will very rarely be to justify the results.

### 4. Explain the purpose of the session

This can vary from merely understanding the results as Step One in the process, to working on an action plan.

### 5. Cover confidentiality

The purposes for which a 360° feedback appraisal is used will govern the confidentiality of the information. Typically, though, participants will want to know who else has seen the report, what will happen to it, etc.

### 6. Agree on a time frame

Our experience is that an initial session of about an hour is sufficient. This may be followed by later sessions. A characteristic of 360° feedback data is the unexpected views which get expressed and the amount of detail available.

### 7. Explain the rules for interpretation

Remind the participant of the original questionnaire. Then take them through the rules for understanding the sections of the feedback report.

### 8. Introductory discussions

A good way to start is to ask the participant what they thought of the questionnaire and the whole process. Remember, the discussion you are about to have should be at the very least a 50:50 conversation; if possible the participant should do even more of the talking, so this is a good way to get them started.

**9. Whose responsibility is it anyway?**

360° feedback appraisal puts the onus for action and change fairly and squarely on the shoulders of the participant. This is their information. The report is only about them. They may be the only person within the organization to see it. Your role is to help them develop their own understanding and their own agenda for change.

**10. Giving advice**

Advice comes in many forms. It can mean explaining parts of the report, helping the participant to identify patterns, or particular problem areas, or to plan action. However, the best advice is that which comes from within. Try, therefore, not to be put in the position of providing all the answers. Don't try to tell the person what to do. It is better to use questions to draw out from them what they should do.

**11. Giving examples**

A good way to clarify a problem situation is to ask the participant "Can you think of an example of what you do that is causing this problem with this respondent group?" Often they are able to do this. If they cannot, then try suggesting some, possibly from your own experience.

**12. Avoid generalities**

A feature of 360° feedback data is that it is specific and detailed. Very often the nature of the questions themselves makes it clear to the participant what they need to do. There is therefore little justification for a participant to go away from the session with the vague idea that his/her "communication skills need improving". It is unlikely that the participant needed a 360° feedback exercise to tell them that! Instead, try to help them to go away with definite and precise actions. For example, here are two actions resulting from a low score on this question:

"To what extent does this person allow people to finish what they have to say?"

1. IMPROVE MY LISTENING SKILLS
2. THE NEXT TIME THIS PERSON SPEAKS I WILL ALLOW A LITTLE EXTRA TIME TO LISTEN TO THEM

Which is a better action plan?

**13. Explore reasons**

If there is a piece of good news or bad news that you are looking at with the participant, try to get them to think of WHY people have responded the way they have. This may give a clue for corrective action. However, watch for rationalization and "explaining something away".

**14. Focus on action**

360° feedback appraisal can be time-consuming. To make it worthwhile there needs to be some demonstrable change in the participant's behavior. You therefore need to prevent the counseling session descending into "good intentions". The main questions to ask (and keep asking) are:

"What can you do about it?" or "How will you put that into practice?" or "How will you translate that into action?"

**15. Focus on priorities**

Some 360° feedback data appears in great detail. It is usually of intense personal interest to the participant; however, we suggest that any person engaging in a personal improvement program probably cannot cope with more than 4-6 actions to take, at one time. The facilitator therefore needs to help the participant home in on the key activities that will make a difference. These will usually be the ones that are rated of high importance, and where performance is low when compared to expectations or to the norm group.

**16. The Domino effect**

Often, taking action on one development need will automatically result in an improvement in another. For example, action taken to improve "letting people know what is expected of them" will also help to take care of needs in the following areas, if they exist:

- Objective-setting
- Delegation
- Measuring performance
- Motivation.

**17. Seeking clarification**

Despite the very specific nature of 360° feedback data it is often necessary for the participant to seek clarification of what respondent groups are saying. This is quite in order, provided the rules of confidentiality for the respondents are not broken. For example, the boss's feedback is often identified individually and there should be no problem if the participant then wished to obtain further information from them.

Dealing with other groups, however, should be tackled with more care and it is the responsibility of the facilitator to advise the participant on how this might be done. You should therefore talk with the participant about how they will approach people and what they will say. Individuals should not as

a rule be approached (unless the participant has convinced you that they have a particularly open and trusting relationship with the particular respondent). A better approach is to discuss when the participant is likely to be meeting these people (particularly, subordinates or peers) as a group and what they might ask to gain clarification. Respondents might need coaching in this to draw the proper line between embarrassing respondents and approaching the issue too obliquely. If in doubt about a participant's ability to do this tactfully, then suggest that they gain clarification through careful observation of people's reactions to their behavior.

**18. Don't forget the good news**

In most reports there is a mixture of strengths and needs for development. It is easy for participants to become obsessed with their perceived weaknesses and to ignore their strong points. It is the facilitator's job to make sure that the balance is kept.

**19. Handling conflict**

Inevitably, some of the news in a feedback report will be unwelcome or unpalatable. Elsewhere in these notes we have identified the most common ways in which people try to rationalize or avoid the bad news. The list grows daily!

However, the facilitator's role is to help people face the information, not to run away from it. Here are some tips on how to handle difficult situations:

- Balance bad news with good
- Look at what the person does rather than "bad points"
- If they wish to rationalize, let them get it out of their system. Then explain that good or bad, accurate or inaccurate, justified or not, this is what people actually think. Then try to explore the reasons for their views
- Do not identify with the report. You are not the originator of the information, so don't get put on the defensive. Try to look at the data with the participant rather than as an opponent or critic
- Do not get pushed into providing answers. What's important is what the participant thinks, not what you think. Your role is to ask the questions, not answer them
- If you don't know - say so.

**20. Know when to stop**

No-one can solve all their performance problems in one session. People need time, sometimes lots of it, to come to terms with, internalize, prioritize and plan action on 360° feedback information. For many people, it will be the first time that they have found out in detail what others think of them. Much of the information will be favorable but some will not. You will reach a point in most one-to-one sessions where you realize that nothing will be gained by further talking. At this point you should stop in order to allow the participant to carry on the process by themselves.

## 4.2 21 Ways of Avoiding Feedback

During the many feedback interviews that we have conducted we have heard many excuses (or reasons) for not dealing with the feedback that has been received. Here are some of them:

1. I didn't understand the question
2. I never said that
3. The questions do not relate to my job
4. My respondents didn't understand the question in the same way I did
5. The "reason" for this is .....
6. I chose the wrong people to answer
7. I don't get on with them anyway
8. They don't know enough
9. Things have changed since the questionnaire
10. It was answered late at night
11. Fine, but I can't action this because .....
12. I knew this all along
13. The questions are ambiguous
14. Last time I did this I got a better result
15. There must be a mistake in the scanning process
16. I haven't the time to discuss it right now
17. I'll handle this my way
18. The questionnaire was too long
19. The questionnaire was too short

At the risk of seeming flippant, we have put these in to help you to recognize feedback avoidance. Try to think how you would deal with each of these to help the participant to accept and work with their feedback.

## **4.3 PREPARING THE PERSONAL EFFECTIVENESS PLAN**

Receiving feedback from the LeaderView/360 process is important and helpful to most leaders. However, the process should not stop there. Doing something about feedback, taking some active and positive action is the critical step in the developmental process for the leader and the team. For this reason, if no follow-up activities are designed into the process, using the LeaderView/360 can be more frustrating for people than fulfilling.

The software allows you to print the Personal Effectiveness Plan (PEP) as Section II of the Individual Effectiveness Profile Report.

### ***TIME IS IMPORTANT TO SUCCESS***

We assume that you spend about an hour or so helping a person understand his or her LeaderView/360 profile during one-on-one sessions. As quickly as possible after you complete this initial review of a person's profile, start filling out the PEP.

Have your respondent turn to Section II. The lead-in emphasizes what was discussed previously; that the data in the profile is only a collection of perceptions. If someone doesn't like the perceptions others have of themselves, then they have choices to make about changing those perceptions. We encourage people to take advantage of PEP even though we know it is not easy work; it is work that must be done if meaningful change is to occur.

After your respondent reads the lead-in, tell them to complete the date and enter your name, assuming that you are the one who helped to interpret the results. A strong bond of trust often develops between the participant and you as the consultant, and it is comforting to know that the participant can contact you later if there are questions regarding the report.

Ask the participant to capture his/her immediate thoughts and reactions to the data in his/her profile. Leave them alone to complete this section allowing time and privacy for contemplating the depth and intensity of the reactions. For most people, this is an important element of the development process being able to return to the beginning, to recall how they initially reacted to the data.

## ***WORKING WITH SPECIFIC Behaviors***

Review the individual graphs and summary report. Ask your participant to pick the three lowest other-rated behaviors that are the most disturbing; the behaviors that they would most like to improve. It is important that the person does not pick one of the Performance Factors such as Problem Solving or Planning, but focuses efforts on the specific behaviors or sub-factors that appear on each of the seven performance factor graphs. Problem Solving, Leadership, Communicating, etc., are just too broad for someone to deal with and make significant headway. The more focused the efforts, the greater the chance for improvement, so get them to write down three of the 35 LBQ behaviors.

Stay focused on these three behaviors. Help your participants reflect on team meetings and work situations within the past year, and ask them to recall circumstances in which they behaved poorly. They should try to form a mental picture of the times when they were particularly ineffective. Help them to recall the setting, the issues and emotions they were feeling at the time. Help them isolate any particular event, words, or topics that may have triggered their ineffective behavior.

Writing down as much as possible about the situation helps them deal more effectively with it when similar conditions emerge again.

## ***GETTING FEEDBACK FROM OTHERS***

Encourage the participants to solicit feedback about these ineffective or inappropriate behaviors from stakeholders. Keep in mind that you are asking them to do something that is risky and scary. Remind the person that they do not have to be open about the specific score they have got, only that they wish to build their skills in that area. This positive approach will help them feel more confident in gaining feedback.

## ***PUSHING FOR SPECIFICITY***

Follow the outline provided in the PEP. A participant must be as specific as they can while identifying plans for corrective action. Vague generalities sound nice, but unfortunately they are not very helpful. You must now be firm and demanding. If you are not convinced by what your participant writes, it is a good bet that they too are not convinced that they will take the action. Tell them that their plan sounds a little vague, and that they will have a difficult time carrying

out the task. Be supportive and caring in your dialogue. The goal is to help people, not to make them feel inadequate or incomplete.

As is true in most counseling, trust yourself and speak up. If nothing else, at least the person will review the behavior and present a more persuasive argument about what needs to be done. This may reinforce the person's activities and plans.

If someone has difficulty identifying the barriers that keep them from being successful, you must intervene. Examine the obstacles you see for obtaining success. Even make up some if necessary. You want this person to make realistic assessments about what it will take to change ineffective behaviors. There are many elements that weigh-in against this person's labors. The effort is a challenge, one requiring diligence and focus.

### ***GETTING HELP FROM OTHERS***

Encourage the person to identify people who they know are effective in an area where they are weak, and get them to identify what causes this effectiveness.

It is also worth reminding the person that some of their stakeholders or other people may be able to help them, through a variety of actions, to develop a particular behavior and seeking this help should be exchanged.

### ***ACCENTUATE THE POSITIVE***

Following the words from that old song, we want to accentuate the positive. Finish your interviews on a high note. Have the participants go back through their individual LeaderView/360 graphs and summary report and mark their three highest rated behaviors. These are the behaviors in which they shine, at least in comparison with their lowest rated items. This is where they make their greatest contribution to the team. Draw their attention to these in an emphatic manner.

They should not take these lightly. Help them focus on workday situations in which they can clearly demonstrate these talents. They should have a plan for showing off these strengths just as much as they should have a plan for correcting deficiencies.

# Appendix A

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# Appendix B

## Factor Analysis

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A principle factor analysis was performed on a sample of 700 United States leaders who have taken **Leader View** using Varimax rotation was performed. The results support a 4-factor solution (Eigen values over 1.0) with the first factor accounting for 45.58% of the variance with the other 3 factors contributing to 58.2% of the variance.

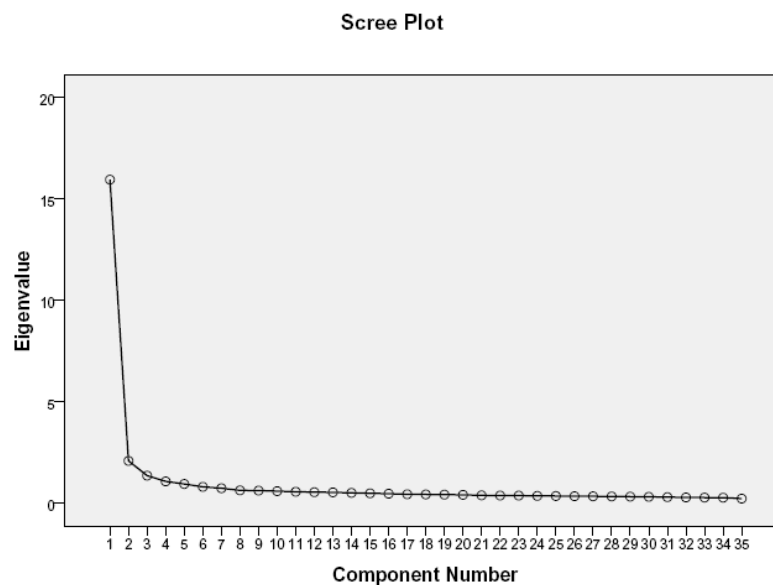
These four factors might be described as:

Factor 1: Interpersonal Effectiveness (items 28, 22, 31, 23, 33, 21, 14, 10, 4, 17, 27, 7, 26)

Factor 2: Task/Results (items 11, 25, 9, 15, 2 34, 19, 3, 29, 13, 18)

Factor 3: Stress/Social Tension (items 12, 6, 10, 4, 27, 24, 26, 35)

Factor : Strategic Vision/Planning (items 8, 32, 5, 24, 7, 30, 20, 1)



Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	15.956	45.587	45.587	15.956	45.587	45.587	6.449
2	2.100	6.001	51.588	2.100	6.001	51.588	6.227
3	1.374	3.924	55.512	1.374	3.924	55.512	3.926
4	1.090	3.114	58.626	1.090	3.114	58.626	3.917
5	.962	2.749	61.375				
6	.821	2.346	63.721				
7	.751	2.147	65.868				
8	.647	1.848	67.716				
9	.638	1.822	69.539				
10	.609	1.741	71.279				
11	.579	1.653	72.933				
12	.558	1.593	74.526				
13	.549	1.568	76.094				
14	.524	1.497	77.591				
15	.502	1.433	79.024				
16	.483	1.381	80.405				
17	.456	1.303	81.708				
18	.446	1.274	82.982				
19	.436	1.246	84.228				
20	.426	1.218	85.446				
21	.402	1.148	86.594				
22	.393	1.122	87.716				
23	.390	1.113	88.829				
24	.373	1.067	89.896				
25	.369	1.054	90.950				
26	.358	1.024	91.973				
27	.355	1.015	92.988				
28	.349	.998	93.986				
29	.338	.967	94.953				
30	.329	.941	95.894				
31	.314	.897	96.792				
32	.300	.856	97.648				
33	.293	.836	98.484				
34	.289	.826	99.310				
35	.241	.690	100.000				

Extraction Method: Principal Component Analysis.

Rotated Component Matrix<sup>a</sup>

	Component			
	1	2	3	4
V28	.663			
V22	.641			
V31	.631			
V23	.630			
V33	.626			
V21	.614			.439
V14	.588			
V10	.565		.510	
V4	.561		.515	
V17	.551	.440		
V27	.533		.492	
V7	.521			.482
V26	.512		.419	
V16				
V11		.796		
V25		.788		
V9		.745		
V15		.680		
V2		.668		
V34		.647		
V19		.642		
V3		.606		
V29	.487	.541		
V13	.496	.500		
V18	.426	.428		
V12			.780	
V6			.748	
V35			.441	
V8				.765
V32				.685
V5				.529
V24			.451	.487
V30				.463
V20				.446
V1				.430

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.