

LEADER VIEW360

LeaderView360 Profile for:

Chris Sample
CONFIDENTIAL

Online Assessment: 30 Nov 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 Behavior Questionnaire. Your report summarizes feedback from the following type and number of raters:

Self	1
Senior	2
Peer	5
Subordinate	5

This Feedback Report gives you:

- ✓ Performance Factors
- ✓ Performance Factor Summary
- ✓ Behavior Summary
- ✓ Most Frequent / Least Frequent Behaviors
- ✓ Top and Bottom Behaviors
- ✓ Open Ended Comments
- ✓ Development Planning Guide

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Performance Factors

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Problem Solving

Recognizing trends

Generating ideas

Evaluating and acting on ideas

Planning

Planning for the future

Adapting to change

Setting goals and objectives

Controlling

Organizing and orchestrating events

Monitoring and controlling performance

Meeting schedules and deadlines

Producing high-quality work

Maintaining high-productivity

Meeting commitments

Managing Self

Handling pressure

Coping with own frustration

Developing own capabilities

Responding to feedback

Balancing work and personal life

Managing Relationships

Initiating relationships

Co-operating with others

Sizing up people

Maintaining relationships

Resolving conflicts

Responding to others' needs

Leading

Delegating responsibility

Facilitating meetings

Motivating and inspiring others

Developing other people

Giving recognition to others

Building the team

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Performance Factors Continued

Communicating

Articulating ideas and information

Listening to others

Keeping other people informed

Giving performance feedback

Communicating expectations

Expressing exciting visions of the future

LEADER VIEW 360 EFFECTIVENESS 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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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 two related scores: standardized z-scores on the left axis and percentiles on the right axis.

Standardized z-scores provide a useful way to compare your own scores to others in the normative database. The z-score is a particular score allowing you to compare your own rating, or those of others, to a large normative database being used for this instrument. The z-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A z-score is sometimes called a "standardized score" with 0.0 representing the average. For example, a z-score of 1.0 means that the competency or item is one standard deviation above the average score in the normative database.

These z-scores represent the actual standard deviation above or below the average (shown as 0.0 on the graph). If you have a score that is above the +2.0 standard-deviation line, that z-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile as shown on the right axis). Such a score is considered very high and is labeled as such at the right of the graph.

Z-score differences of .50 or more by the different rater groups might suggest important perceptual differences. Look at the first graph. Run your eyes up the left side until you find the value 0.0. This number represents the average score for all of the people in the database. Now scan across the graph to the right side. Note that the 0.0 line is labeled "Average."

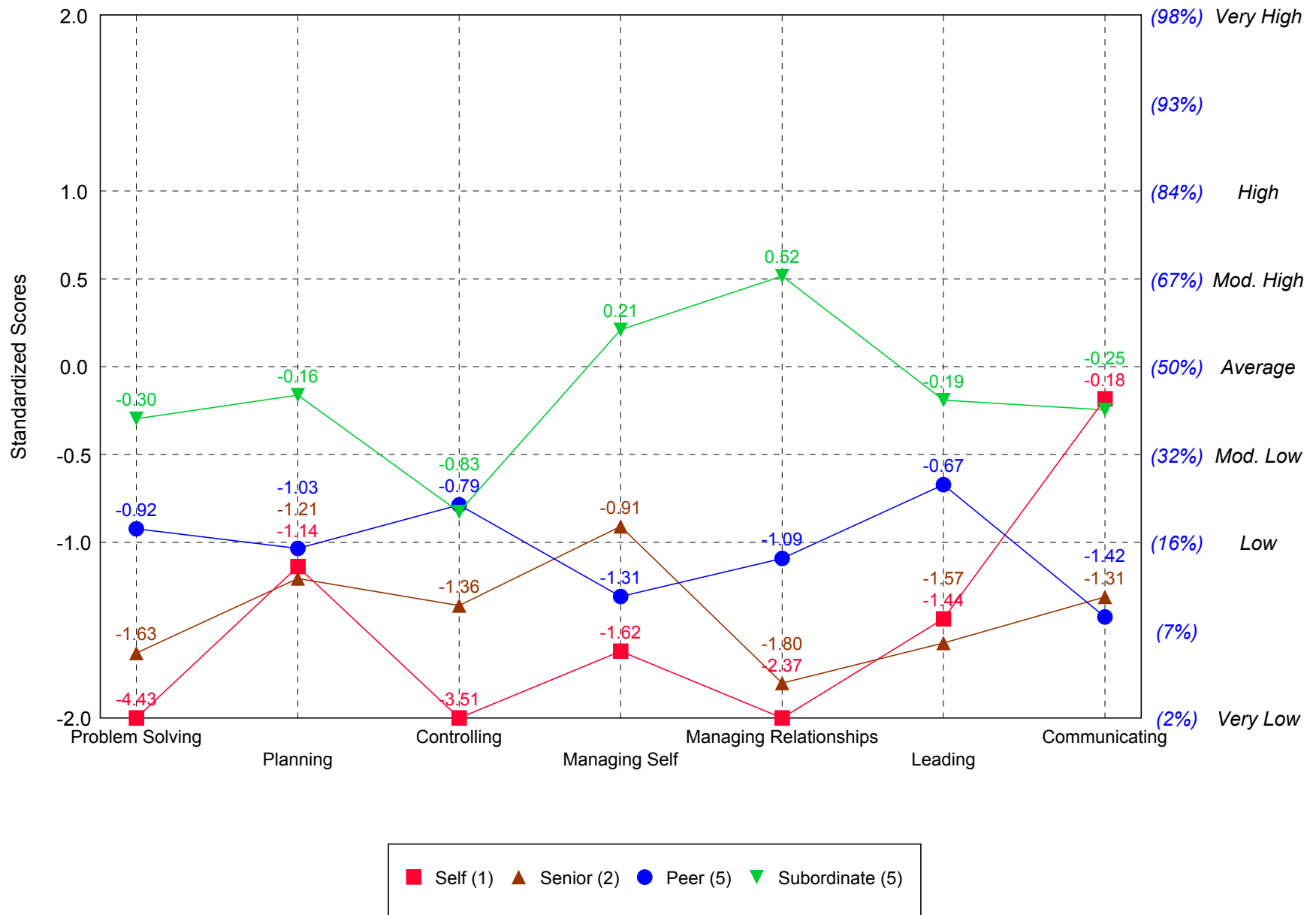
You can quickly compare your individual results with those of the average participant in the database. If your score is above the 0.0 line, your score for that particular item is above average. If the score is below the 0.0 line, your score is below the score of the average participant in the database. Now, compare your own self-ratings to those of the other rater groups. Again, a difference of .50 or more might suggest important perceptual differences for you to explore further.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

Very High	z-score above 2.0 (98th percentile)
High	z-score above 1.0 (84th percentile)
Average	z-score equal to 0 (50th percentile)
Low	z-score below -1.0 (16th percentile)
Very Low	z-score below -2.0 (2nd percentile)

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Performance Factor Summary



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Behavior 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 35 items 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 two related scores: standardized z-scores on the left axis and percentiles on the right axis.

Standardized z-scores provide a useful way to compare your own scores to others in the normative database. The z-score is a particular score allowing you to compare your own rating, or those of others, to a large normative database being used for this instrument. The z-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A z-score is sometimes called a "standardized score" with 0.0 representing the average. For example, a z-score of 1.0 means that the competency or item is one standard deviation above the average score in the normative database.

These z-scores represent the actual standard deviation above or below the average (shown as 0.0 on the graph). If you have a score that is above the +2.0 standard-deviation line, that z-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile as shown on the right axis). Such a score is considered very high and is labeled as such at the right of the graph.

Z-score differences of .50 or more by the different rater groups might suggest important perceptual differences. Look at the first graph. Run your eyes up the left side until you find the value 0.0. This number represents the average score for all of the people in the database. Now scan across the graph to the right side. Note that the 0.0 line is labeled "Average."

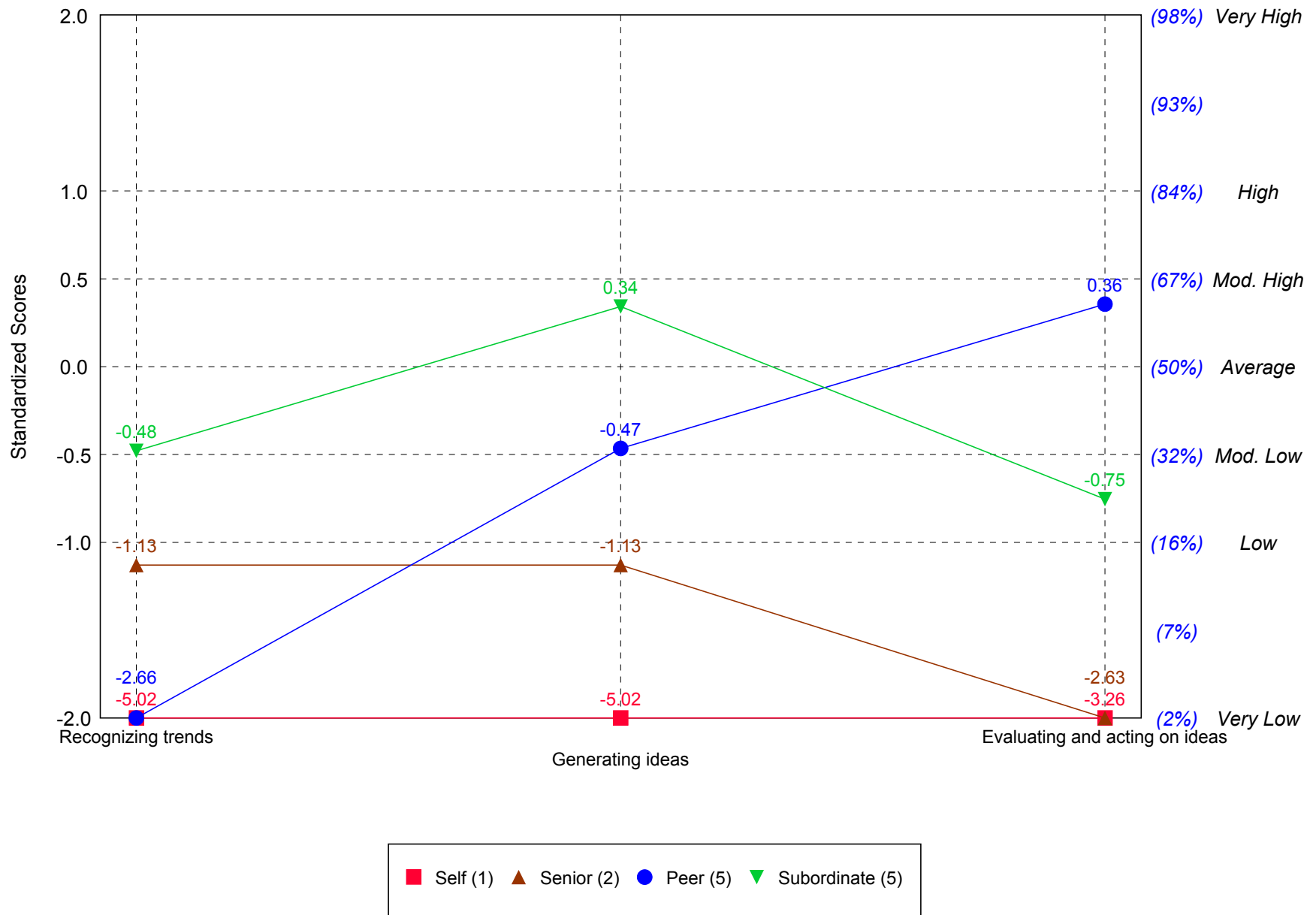
You can quickly compare your individual results with those of the average participant in the database. If your score is above the 0.0 line, your score for that particular item is above average. If the score is below the 0.0 line, your score is below the score of the average participant in the database. Now, compare your own self-ratings to those of the other rater groups. Again, a difference of .50 or more might suggest important perceptual differences for you to explore further.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

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Very Low	z-score below -2.0 (2nd percentile)

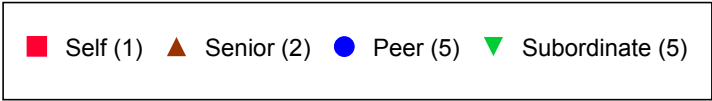
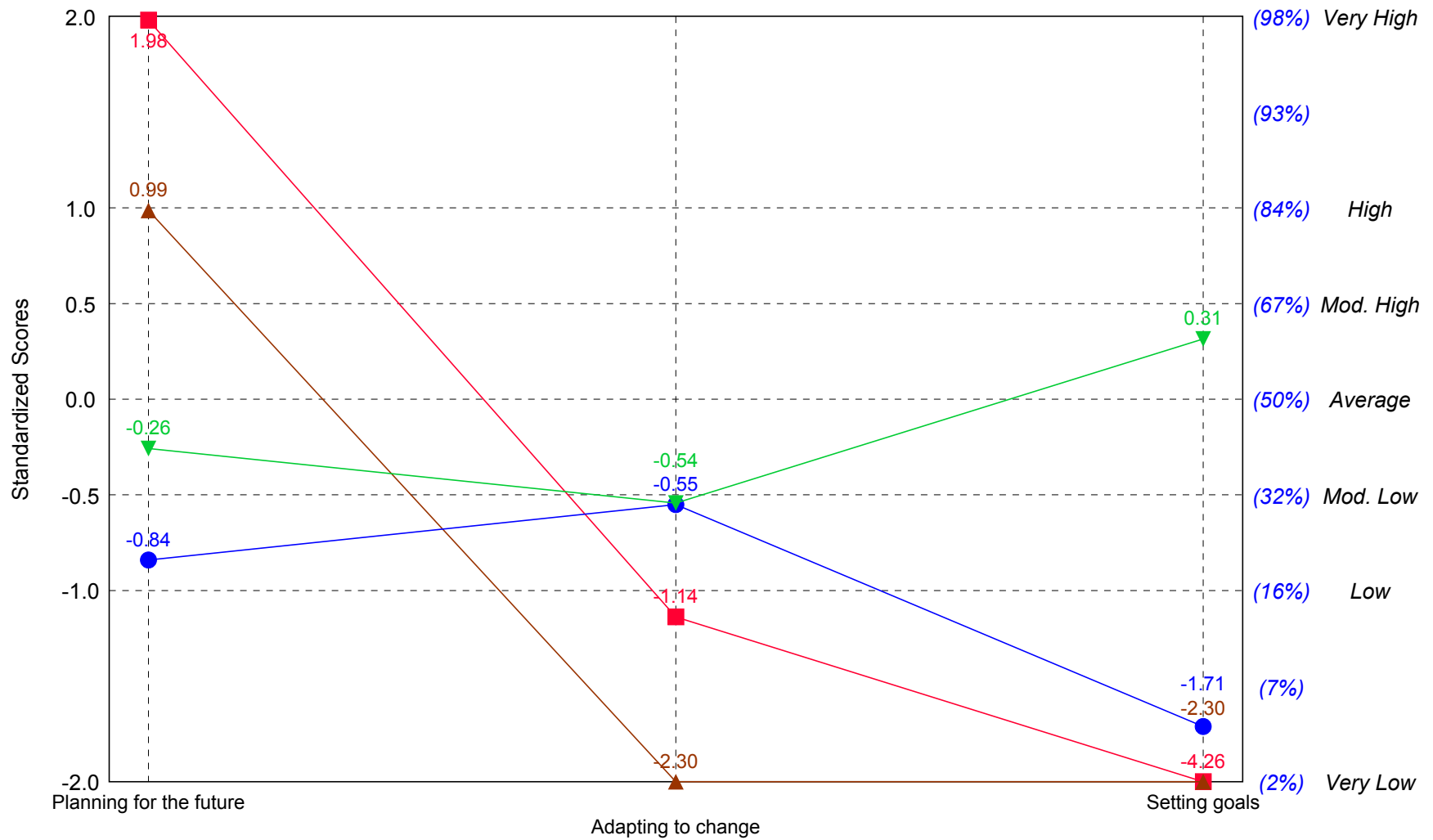
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Problem Solving



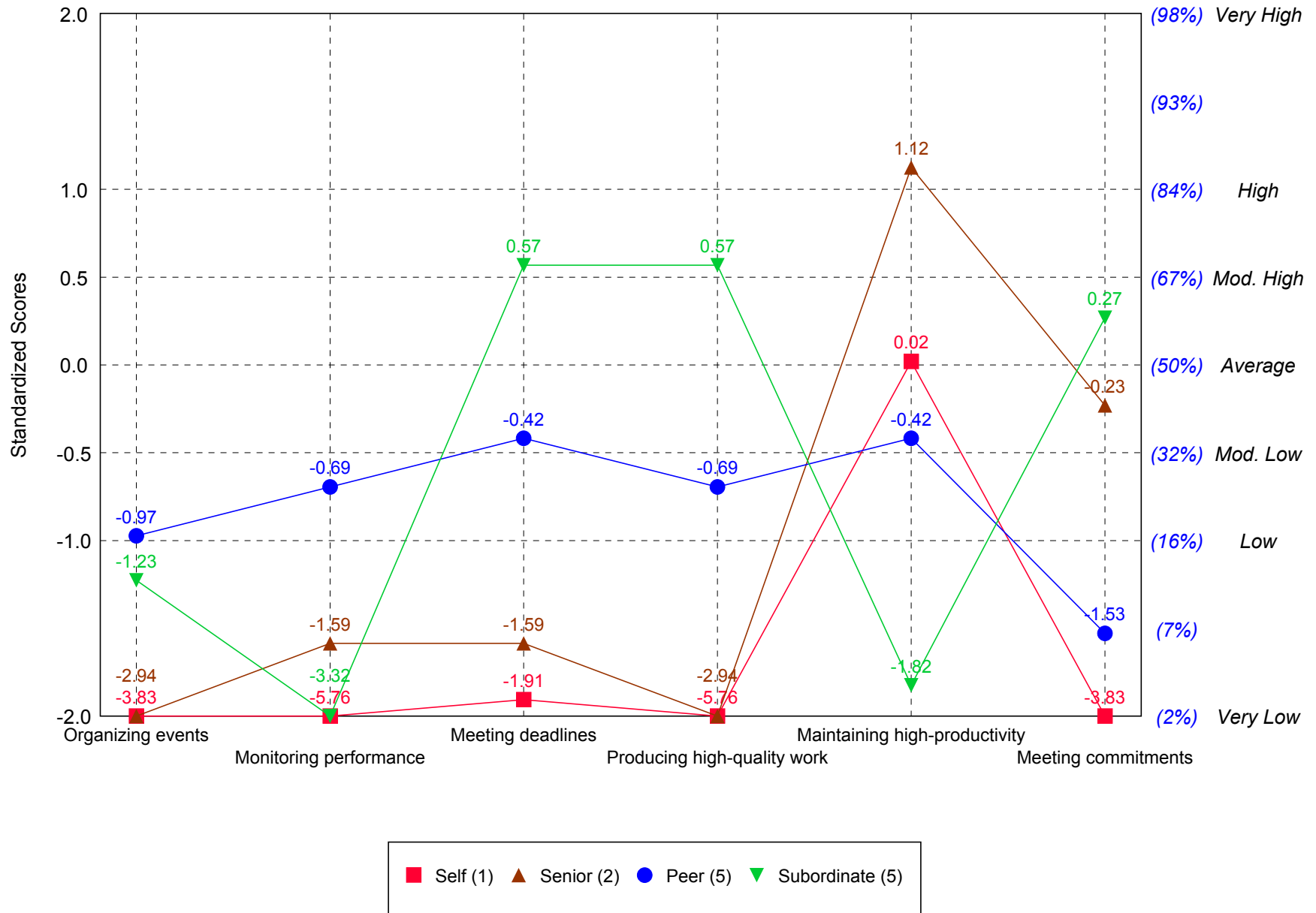
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Planning



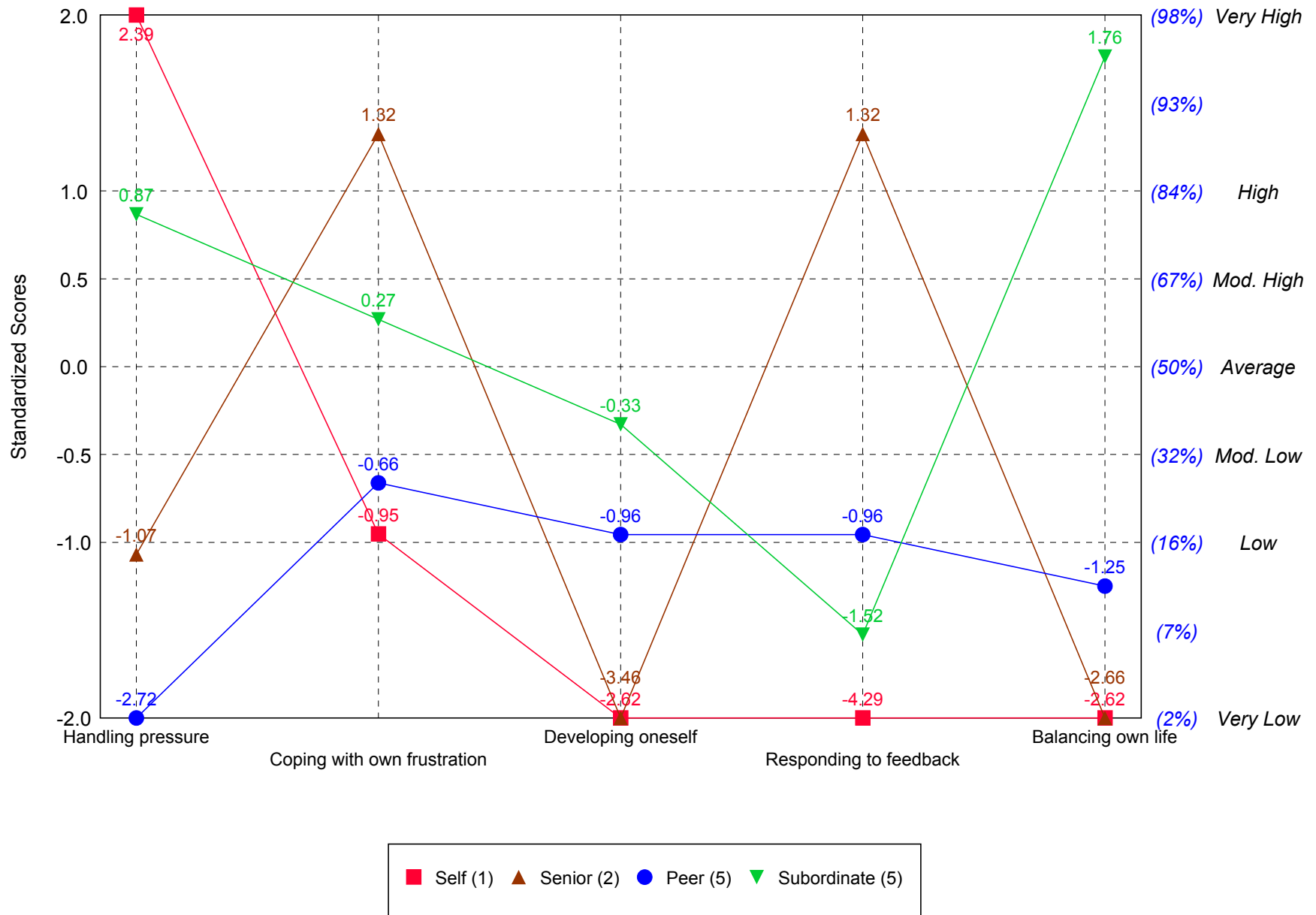
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Controlling



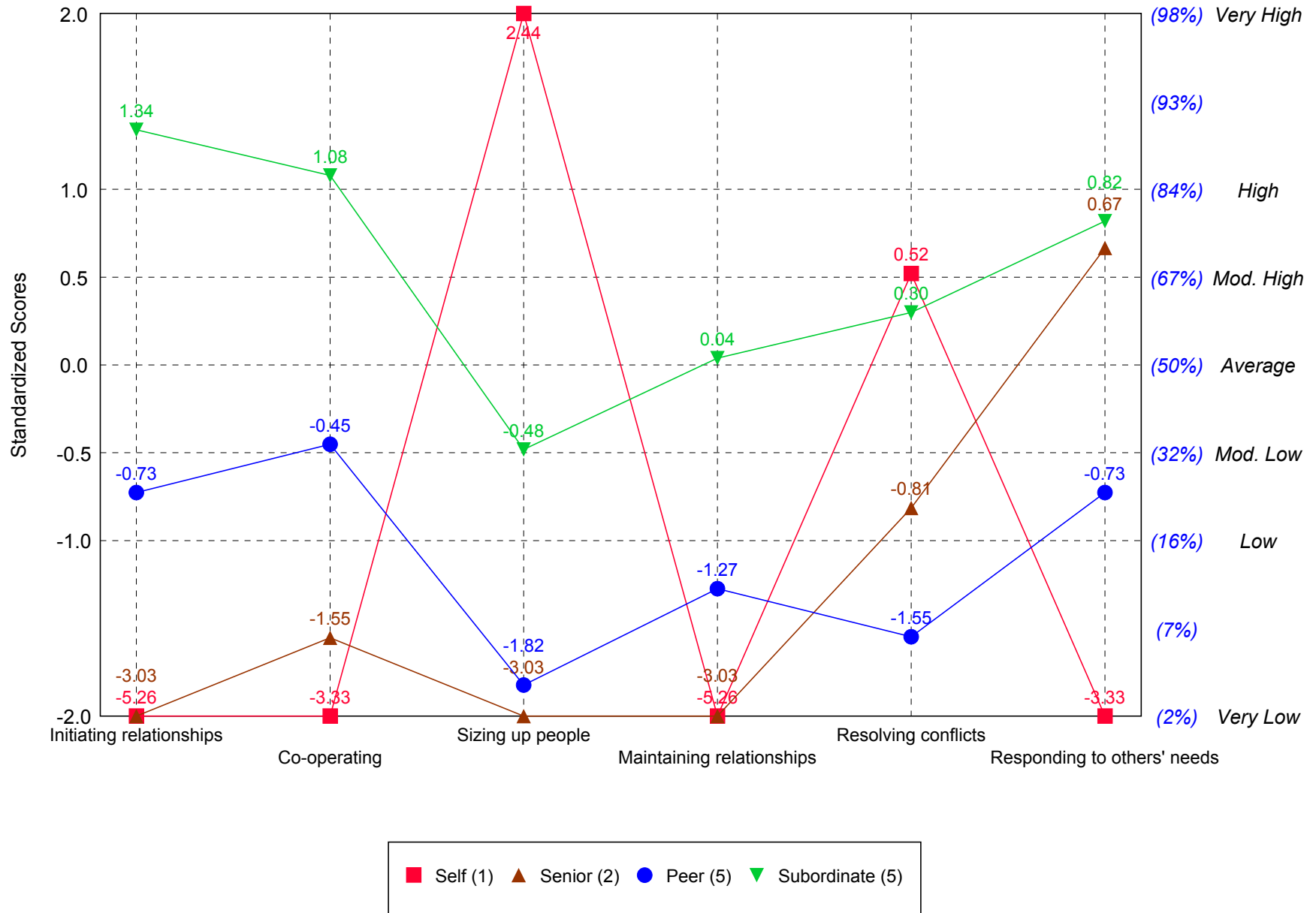
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Managing Self



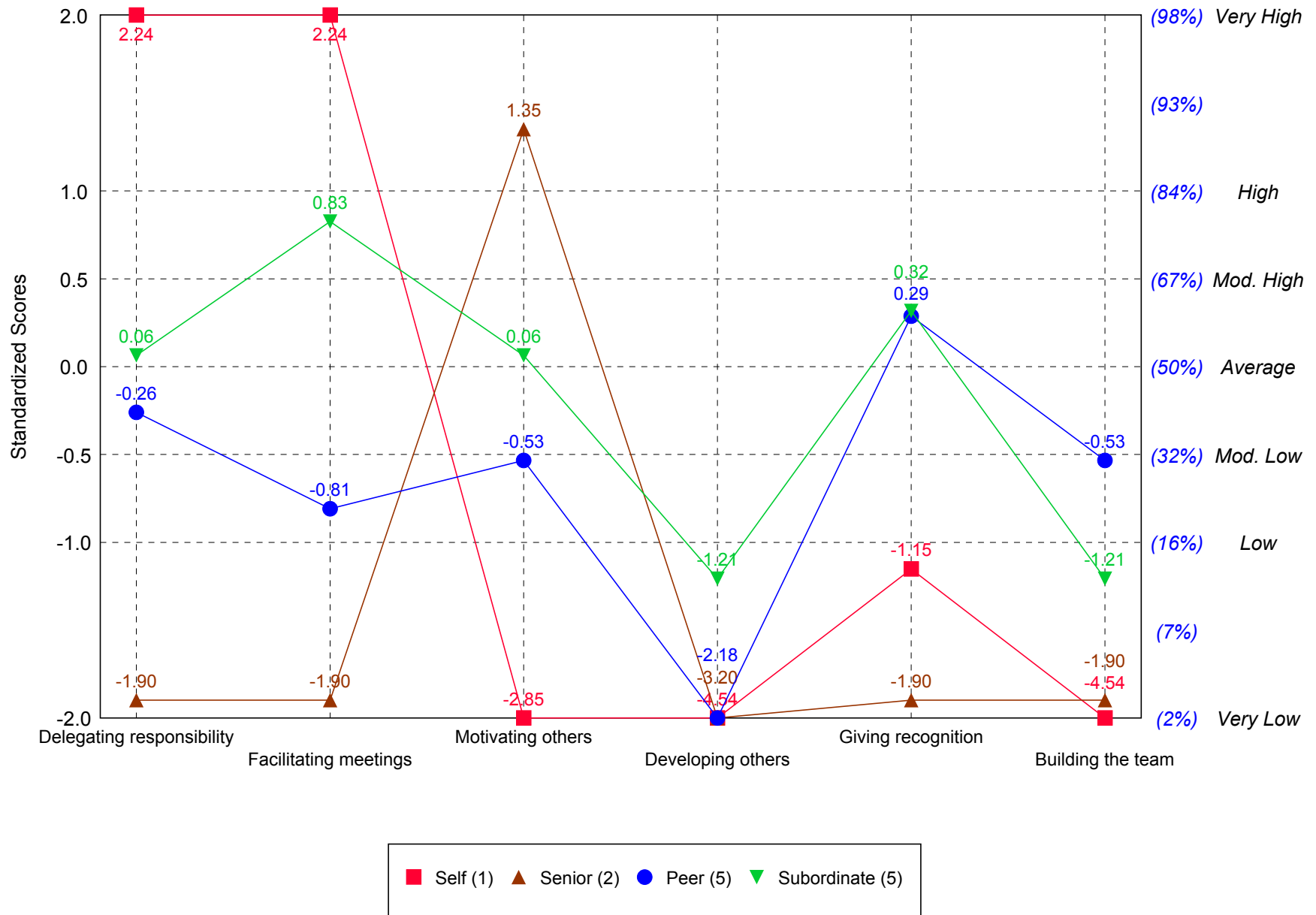
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Managing Relationships



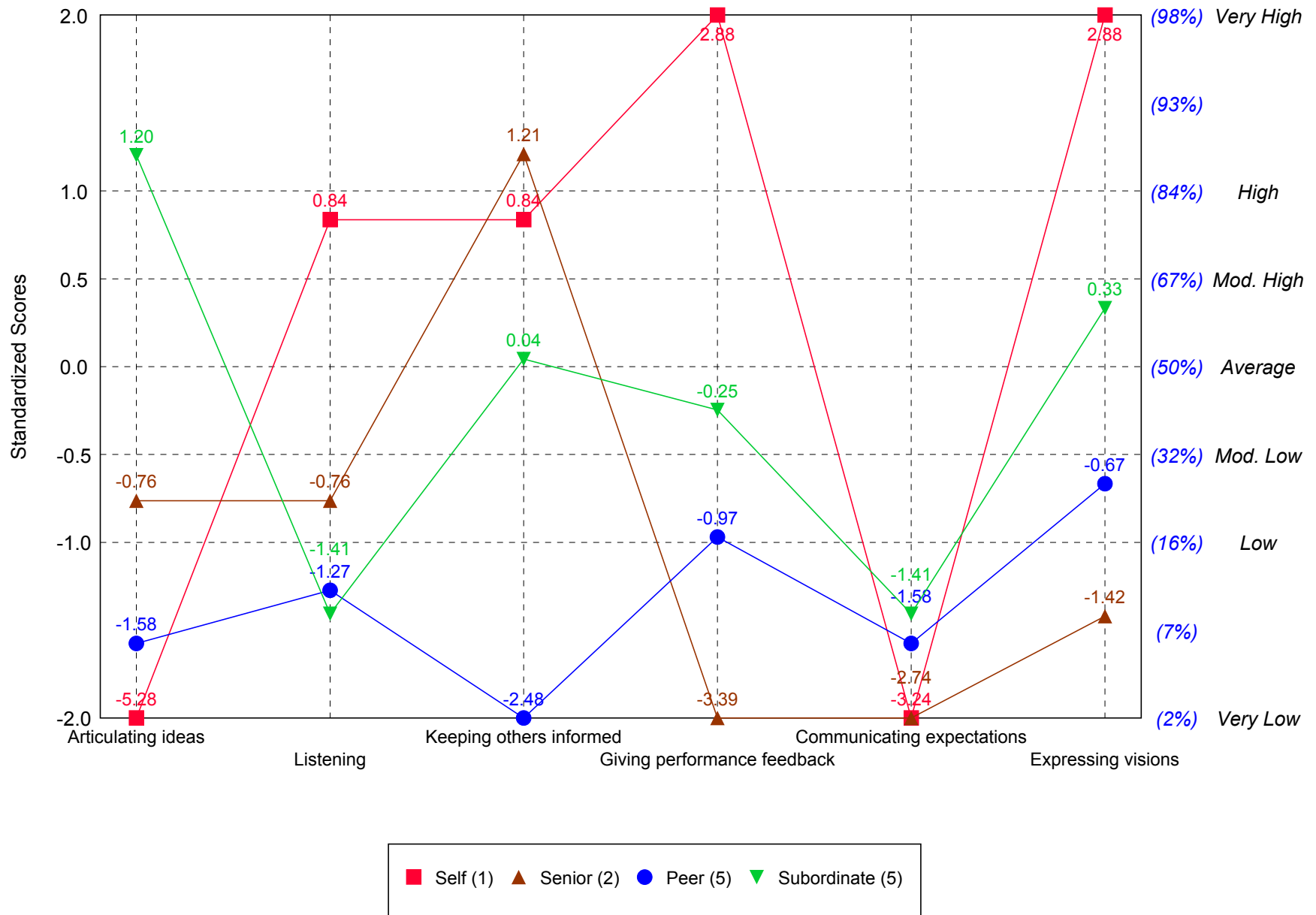
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Leading



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Communicating



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Most Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Managing Relationships	3.8	2	0	2	3	5
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	3.8	1	1	1	6	3
Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading	3.7	1	2	2	2	5
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	3.7	2	1	0	5	4
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.	Problem Solving	3.7	1	1	2	5	3
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.	Managing Relationships	3.7	1	1	4	1	5
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	3.7	2	1	1	3	5
Balancing work and personal life - Works productively and gets things done while taking time for self to recuperate and sustain personal health and energy.	Managing Self	3.6	2	2	1	1	6
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	3.6	0	3	3	2	4

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Most Frequent Behaviors - All Raters

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating	3.5	4	0	0	2	6
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships	3.5	2	1	3	1	5

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Most Frequent Behaviors - Senior

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Controlling	4.5	0	0	0	1	1
Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading	4.5	0	0	0	1	1
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	4.5	0	0	0	1	1
Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	Communicating	4.5	0	0	0	1	1
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self	4.5	0	0	0	1	1
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	4.5	0	0	0	1	1
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.	Managing Relationships	4.0	0	0	1	0	1
Meeting commitments - Performs according to agreements. Follows through according to plans.	Controlling	3.5	0	1	0	0	1
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self	3.0	0	1	0	1	0

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Most Frequent Behaviors - Senior

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating	3.0	1	0	0	0	1
Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.	Communicating	3.0	1	0	0	0	1
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.	Managing Relationships	3.0	0	1	0	1	0
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving	3.0	1	0	0	0	1
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.	Problem Solving	3.0	0	1	0	1	0

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Most Frequent Behaviors - Peer

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Problem Solving	4.0	1	0	0	1	3
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	3.8	0	0	2	2	1
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.	Controlling	3.6	1	0	1	1	2
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	3.6	1	1	0	0	3
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.	Problem Solving	3.4	1	0	1	2	1
Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.	Planning	3.4	1	1	0	1	2
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling	3.4	0	1	2	1	1
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.	Controlling	3.4	0	1	1	3	0
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.	Leading	3.4	1	1	0	1	2

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Most Frequent Behaviors - Peer

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	Controlling	3.2	1	0	2	1	1
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.	Managing Relationships	3.2	1	0	2	1	1
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	3.2	1	1	0	2	1
Expressing exciting visions of the future - Speaks about coming events with enthusiasm and excitement. Motivates others to eagerly anticipate the future.	Communicating	3.2	0	1	2	2	0
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	3.2	2	0	0	1	2
Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.	Leading	3.2	1	0	2	1	1
Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading	3.2	1	0	2	1	1

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Most Frequent Behaviors - Subordinate

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Balancing work and personal life - Works productively and gets things done while taking time for self to recuperate and sustain personal health and energy.	Managing Self	5.0	0	0	0	0	5
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships	4.8	0	0	0	1	4
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.	Managing Relationships	4.6	0	0	1	0	4
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating	4.6	0	0	0	2	3
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.	Leading	4.4	0	0	1	1	3
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.	Managing Relationships	4.4	0	0	1	1	3
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self	4.4	0	0	1	1	3
Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organization.	Planning	4.2	0	1	0	1	3
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.	Problem Solving	4.2	0	0	1	2	2

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Most Frequent Behaviors - Subordinate

Most Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling	4.2	0	1	0	1	3
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	4.2	0	0	1	2	2

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Least Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Leading	2.2	6	2	1	2	1
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.	Controlling	2.5	3	4	1	4	0
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating	2.5	4	3	2	1	2
Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships	2.6	4	3	1	2	2
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving	2.8	3	4	1	1	3
Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.	Communicating	2.8	2	3	4	1	2
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	Controlling	2.8	3	1	5	1	2
Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.	Leading	2.8	2	3	3	3	1
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.	Communicating	2.9	3	2	2	3	2

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Least Frequent Behaviors - All Raters

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships	2.9	4	1	2	2	3

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Least Frequent Behaviors - Senior

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Communicating	1.0	2	0	0	0	0
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.	Leading	1.0	2	0	0	0	0
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	Controlling	1.5	1	1	0	0	0
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling	1.5	1	1	0	0	0
Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships	1.5	1	1	0	0	0
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships	1.5	1	1	0	0	0
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships	1.5	1	1	0	0	0
Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	Managing Self	1.5	1	1	0	0	0
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating	1.5	1	1	0	0	0

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Least Frequent Behaviors - Senior

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Leading	2.0	0	2	0	0	0
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.	Leading	2.0	1	0	1	0	0
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	2.0	0	2	0	0	0
Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.	Leading	2.0	0	2	0	0	0
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.	Problem Solving	2.0	1	0	1	0	0
Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.	Planning	2.0	1	0	1	0	0
Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organization.	Planning	2.0	0	2	0	0	0
Balancing work and personal life - Works productively and gets things done while taking time for self to recuperate and sustain personal health and energy.	Managing Self	2.0	1	0	1	0	0

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Least Frequent Behaviors - Peer

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving	1.8	1	4	0	0	0
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self	1.8	2	2	1	0	0
Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	Communicating	2.0	3	1	0	0	1
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.	Leading	2.0	2	2	0	1	0
Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships	2.2	2	1	1	1	0
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.	Managing Relationships	2.4	1	1	3	0	0
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating	2.6	3	0	0	0	2
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating	2.6	1	2	1	0	1
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships	2.6	2	0	2	0	1

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Least Frequent Behaviors - Peer

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organization.	Planning	2.6	1	1	2	1	0

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Least Frequent Behaviors - Subordinate

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Controlling	1.6	2	3	0	0	0
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.	Controlling	2.6	3	0	0	0	2
Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.	Communicating	2.8	1	1	2	0	1
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating	2.8	2	0	1	1	1
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self	2.8	0	3	0	2	0
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.	Leading	2.8	2	0	1	1	1
Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.	Leading	2.8	1	1	1	2	0
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	Controlling	3.0	1	0	3	0	1
Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships	3.4	1	1	0	1	2

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Least Frequent Behaviors - Subordinate

Least Frequent Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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.	Problem Solving	3.4	1	0	2	0	2

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Top & Bottom Five Behaviors - All Raters

The following five behaviors were identified on the LBQ by your respondents as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behavior based on standardized z-scores. These are the areas in which you contribute most to the success of your organization.

Score	Behavior	Competency
0.18	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.	Managing Relationships
0.09	Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading
0.06	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.	Managing Relationships
0.06	Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self
-0.02	Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading

The following five behaviors were identified on the LBQ by your respondents as those in which your performance is least effective. They are rank ordered so the first item is the behavior that received the lowest standardized z-score. We suggest you pay particular attention to these five and focus you immediate developmental activities on them.

Score	Behavior	Competency
-1.88	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.	Leading
-1.83	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.	Controlling
-1.65	Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating
-1.50	Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving
-1.43	Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships

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Top & Bottom Five Behaviors - Self

These behaviors were identified on the LBQ by you as your greatest strengths. They are rank ordered so the first item is the behavior you rated your most effective based on standardized z-scores. These are the areas in which you believe you contribute most to the success of the organization. You should compare these self-ratings with the ratings given by the others. If these behaviors are self-rated considerably higher than the ratings rendered by the others, these may be your blind spots and you may want to focus your developmental activities on them.

Score	Behavior	Competency
2.88	Expressing exciting visions of the future - Speaks about coming events with enthusiasm and excitement. Motivates others to eagerly anticipate the future.	Communicating
2.88	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.	Communicating
2.44	Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships
2.39	Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self
2.24	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.	Leading

You identified the following five behaviors on the LBQ as those in which your performance is least effective. They are rank ordered so the first item is the behavior you rated lowest based on standardized z-scores. We suggest you pay particular attention to these five behaviors and compare them with those behaviors rated lowest by your other raters.

Score	Behavior	Competency
-5.76	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.	Controlling
-5.76	Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling
-5.28	Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating
-5.26	Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships
-5.26	Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships

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Top & Bottom Five Behaviors - Senior

The following five behaviors were identified on the LBQ by the Senior rater group as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behavior based on standardized z-scores. These are the areas in which you contribute most to the success of your organization.

Score	Behavior	Competency
1.35	Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading
1.32	Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self
1.32	Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self
1.21	Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	Communicating
1.12	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.	Controlling

The following five behaviors were identified on the LBQ by the Senior rater group as those in which your performance is least effective. They are rank ordered so the first item is the behavior that received the lowest standardized z-score. We suggest you pay particular attention to these five and focus your immediate developmental activities on them.

Score	Behavior	Competency
-3.46	Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	Managing Self
-3.39	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.	Communicating
-3.20	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.	Leading
-3.03	Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships
-3.03	Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships

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Top & Bottom Five Behaviors - Peer

The following five behaviors were identified on the LBQ by the Peer rater group as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behavior based on standardized z-scores. These are the areas in which you contribute most to the success of your organization.

Score	Behavior	Competency
0.36	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.	Problem Solving
0.29	Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading
-0.26	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.	Leading
-0.42	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.	Controlling
-0.42	Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling

The following five behaviors were identified on the LBQ by the Peer rater group as those in which your performance is least effective. They are rank ordered so the first item is the behavior that received the lowest standardized z-score. We suggest you pay particular attention to these five and focus your immediate developmental activities on them.

Score	Behavior	Competency
-2.72	Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self
-2.66	Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving
-2.48	Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	Communicating
-2.18	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.	Leading
-1.82	Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships

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Top & Bottom Five Behaviors - Subordinate

The following five behaviors were identified on the LBQ by the Subordinate rater group as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behavior based on standardized z-scores. These are the areas in which you contribute most to the success of your organization.

Score	Behavior	Competency
1.76	Balancing work and personal life - Works productively and gets things done while taking time for self to recuperate and sustain personal health and energy.	Managing Self
1.34	Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships
1.20	Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating
1.08	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.	Managing Relationships
0.87	Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self

The following five behaviors were identified on the LBQ by the Subordinate rater group as those in which your performance is least effective. They are rank ordered so the first item is the behavior that received the lowest standardized z-score. We suggest you pay particular attention to these five and focus you immediate developmental activities on them.

Score	Behavior	Competency
-3.32	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.	Controlling
-1.82	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.	Controlling
-1.52	Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self
-1.41	Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.	Communicating
-1.41	Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating

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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.

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

- ✓ 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

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 behaviors to change to enhance your overall effectiveness.

The following questions might be useful in analyzing 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

Senior:

Strong desire to accomplish goals enabling the facility to move forward.

Has high quality problem solving skills.

Peer:

Has high quality problem solving skills.

Gets involved without being asked and provides good support.

Gets involved without being asked and provides good support.

Always working to make things better.

Strong desire to accomplish goals enabling the facility to move forward.

Subordinate:

Extremely approachable and able to put people at ease regardless of the situation.

A genuine person who has a tremendous amount of passion for quality and people.

Always working to make things better.

Always working to make things better.

Have known peers to seek Chris' expertise in either diffusing tense situations or to facilitate high stress, potentially volatile situations because of skills and abilities.

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Open Ended Comments Summary Continued DEVELOPMENT AREAS

Senior:

Needs more emotional intelligence.

Needs to strengthen his listening skills.

Peer:

Needs more emotional intelligence.

Displays an air of superiority and arrogance.

Should be more effective in the development of his direct reports.

Needs to understand company relationships and work to change his mental models.

Needs to more open-minded.

Subordinate:

Feedback and criticism should be handled one on one, not in a group setting.

Follow-up on employees personal development accomplishments.

Allow managers and staff to do what needs to be done.

Needs to strengthen his listening skills.

Needs to trust in the abilities of direct reports and not micromanage so much.

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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 behavioral 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 behaviors. 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 Behaviors

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

Self			
Senior			
Peer			
Subordinate			

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 behaviors.

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?
