

LEADERVIEW360

LeaderView360 Profile for:

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XYZ Company

2 Jun 2010



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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
Manager	1
Peer	2
Direct Report	2

This Feedback Report gives you:

- ✓ Performance Factors
- ✓ Self Awareness Summary
- ✓ Performance Factor Summary
- ✓ Behavior Summary
- ✓ Most Effective / Least Effective 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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Self-Awareness Index Introduction

INTRODUCTION

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

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

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

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

SELF RATINGS

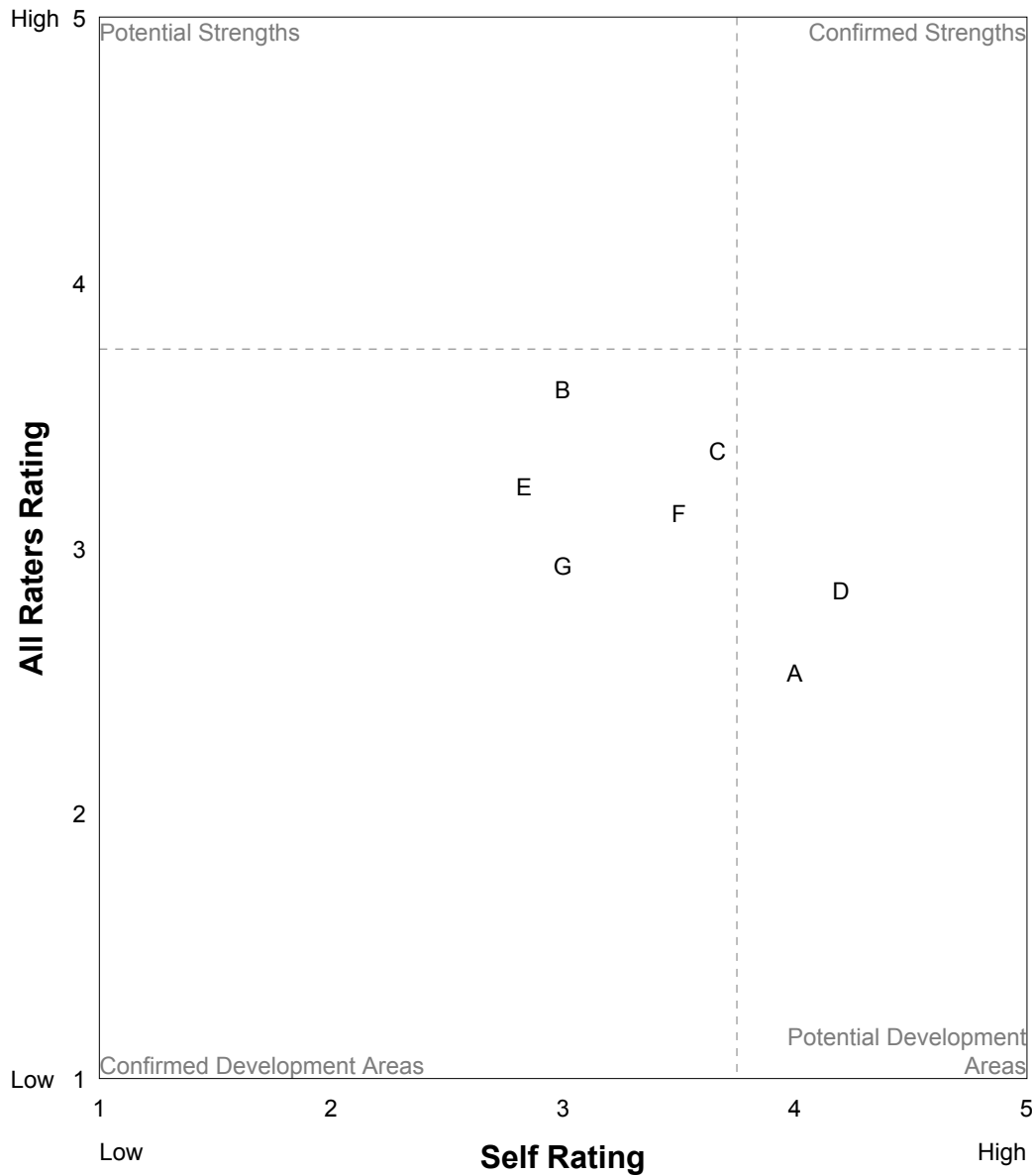
HOW TO USE YOUR SELF-AWARENESS INDEX

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

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Self-Awareness Index

Self - All Raters (N = 5)

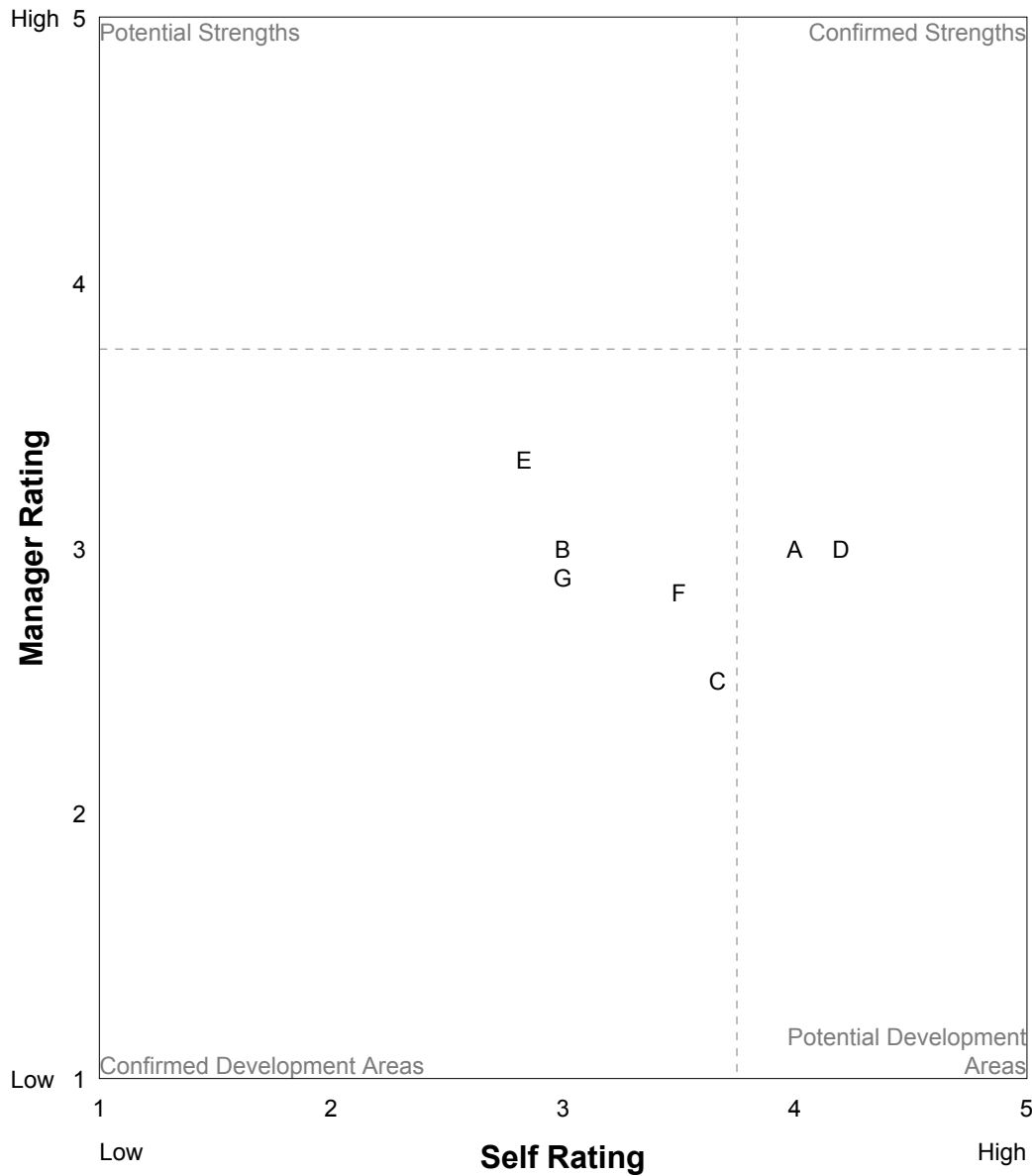


Average Scores		
	<u>Self</u>	<u>All Raters</u>
Confirmed Development Areas		
B. Planning	3.00	3.60
C. Controlling	3.67	3.37
E. Managing Relationships	2.83	3.23
F. Leading	3.50	3.13
G. Communicating	3.00	2.93
Potential Development Areas		
A. Problem Solving	4.00	2.53
D. Managing Self	4.20	2.84

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Self-Awareness Index

Self - Manager (N = 1)



Average Scores

Self Manager

Confirmed Development Areas

B. Planning	3.00	3.00
C. Controlling	3.67	2.50
E. Managing Relationships	2.83	3.33
F. Leading	3.50	2.83
G. Communicating	3.00	3.00

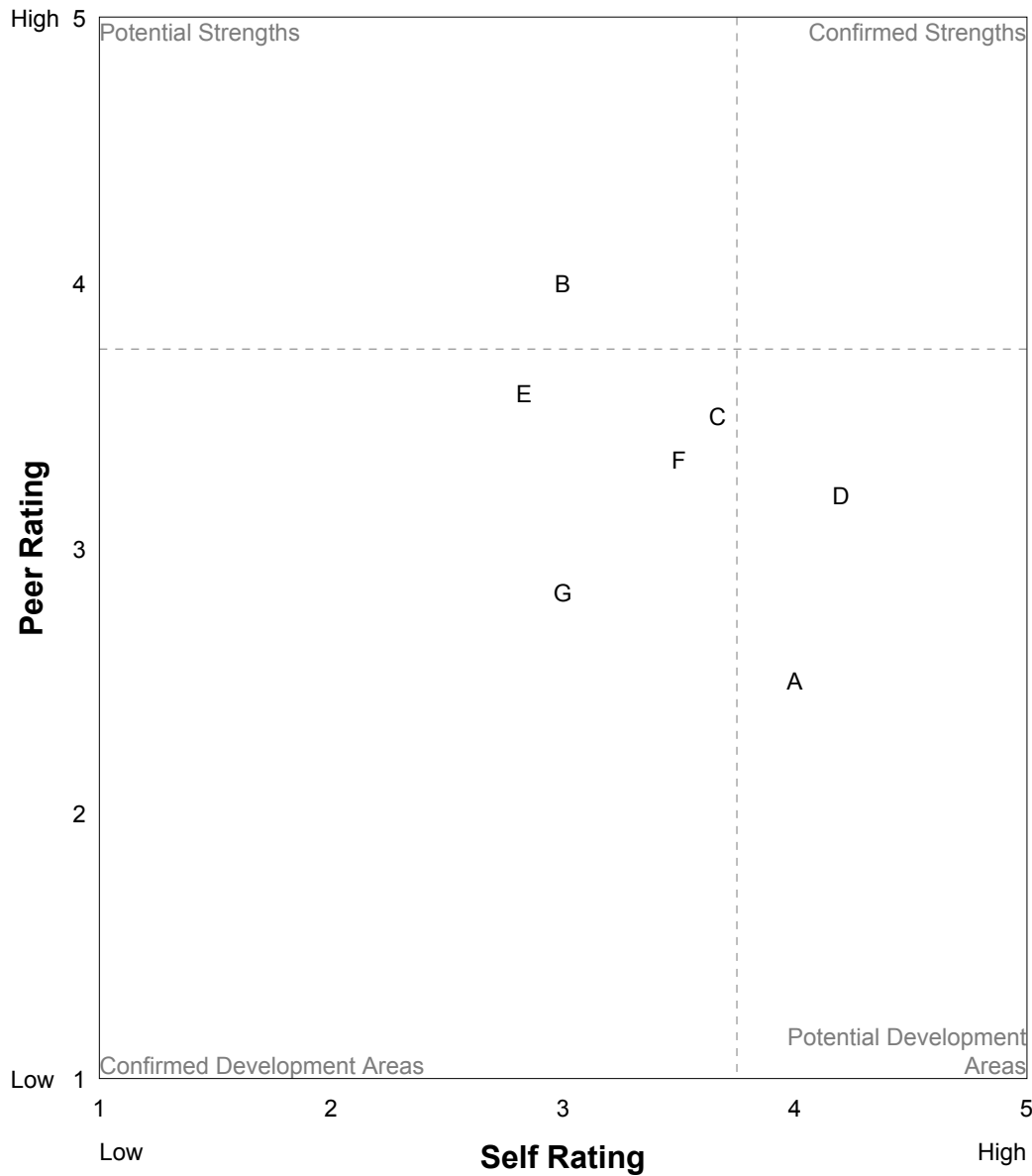
Potential Development Areas

A. Problem Solving	4.00	3.00
D. Managing Self	4.20	3.00

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Self-Awareness Index

Self - Peer (N = 2)



Average Scores

	<u>Self</u>	<u>Peer</u>
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Potential Strengths

B. Planning	3.00	4.00
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Confirmed Development Areas

C. Controlling	3.67	3.50
E. Managing Relationships	2.83	3.58
F. Leading	3.50	3.33
G. Communicating	3.00	2.83

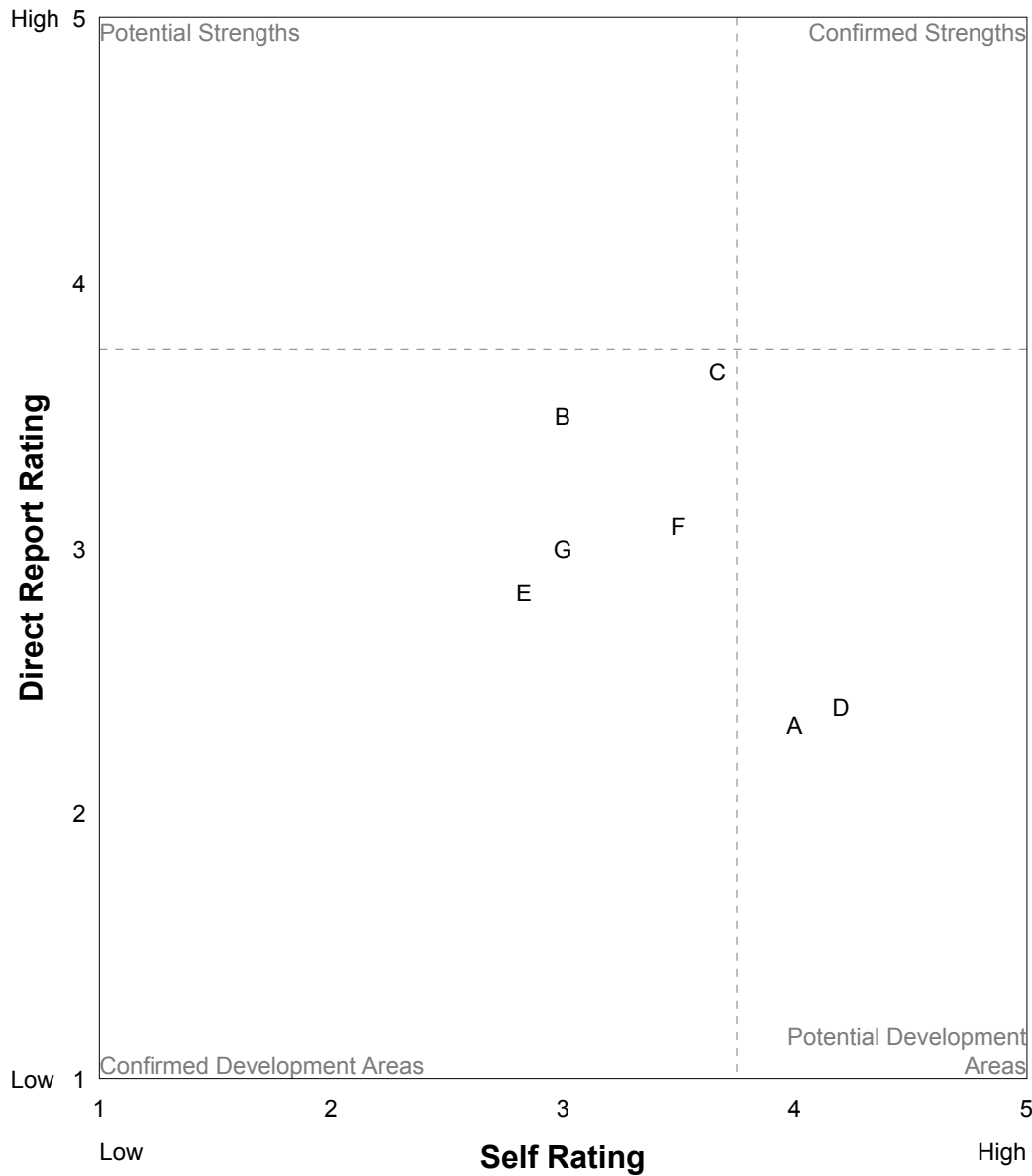
Potential Development Areas

A. Problem Solving	4.00	2.50
D. Managing Self	4.20	3.20

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Self-Awareness Index

Self - Direct Report (N = 2)



Average Scores		
	<u>Self</u>	<u>Direct Report</u>
Confirmed Development Areas		
B. Planning	3.00	3.50
C. Controlling	3.67	3.67
E. Managing Relationships	2.83	2.83
F. Leading	3.50	3.08
G. Communicating	3.00	3.00
Potential Development Areas		
A. Problem Solving	4.00	2.33
D. Managing Self	4.20	2.40

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Performance Factors Introduction

How to Interpret Your Graphs

The bar graphs that follow compare your perceptions to those of other rater groups using average scores for each of the 7 LeaderView360 competencies. Each rater group category and scores will be shown separately on the graphs with the actual raw score averages and number of raters shown on the right side. The thin line within each bar graph provides the range of scores for each rater group. The competencies are presented in descending order based on the average scores of all raters.

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

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

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

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

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

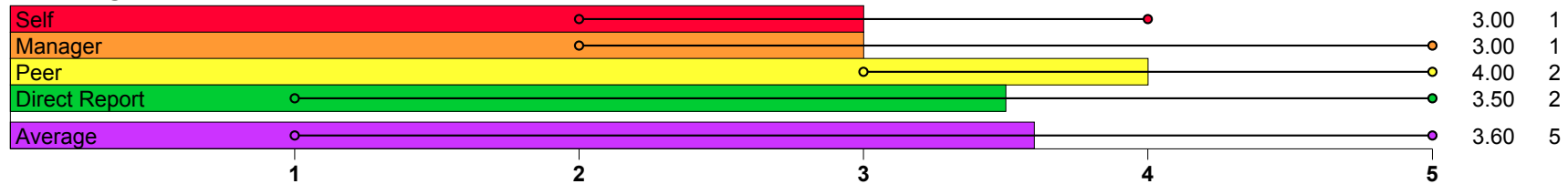
NR "NR" means no people from a particular rater group have responded.

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

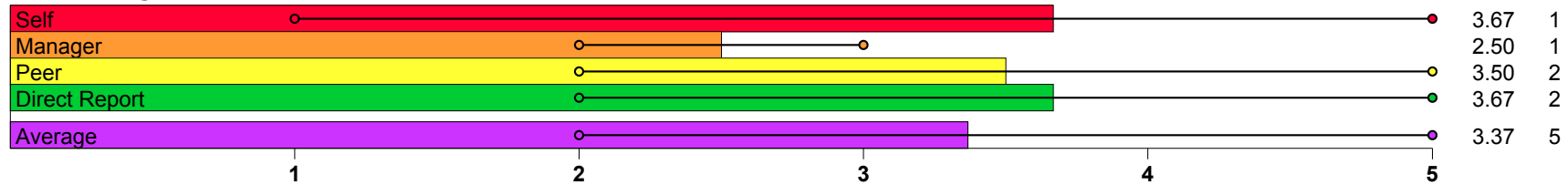
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Performance Factor Summary

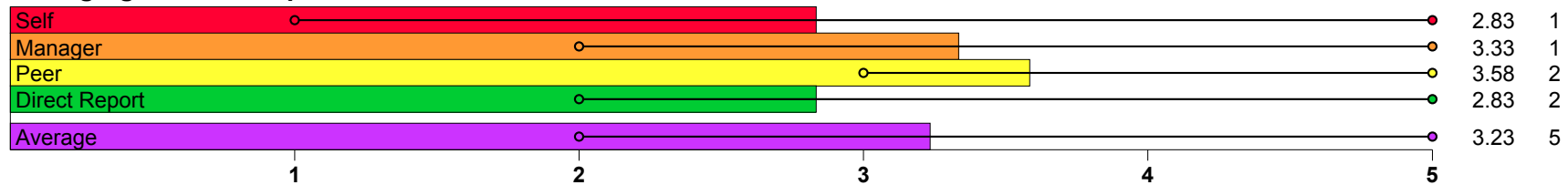
Planning



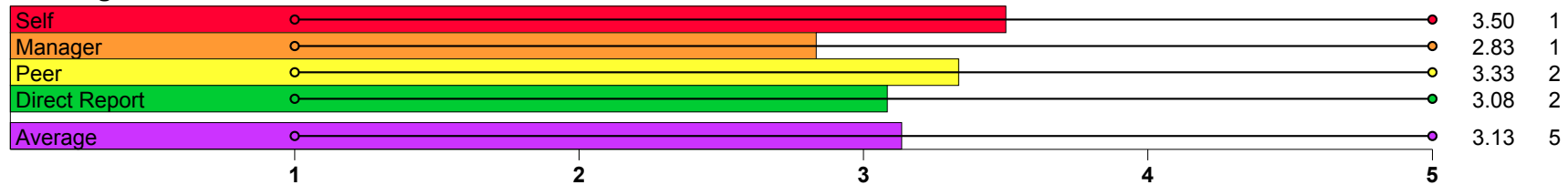
Controlling



Managing Relationships

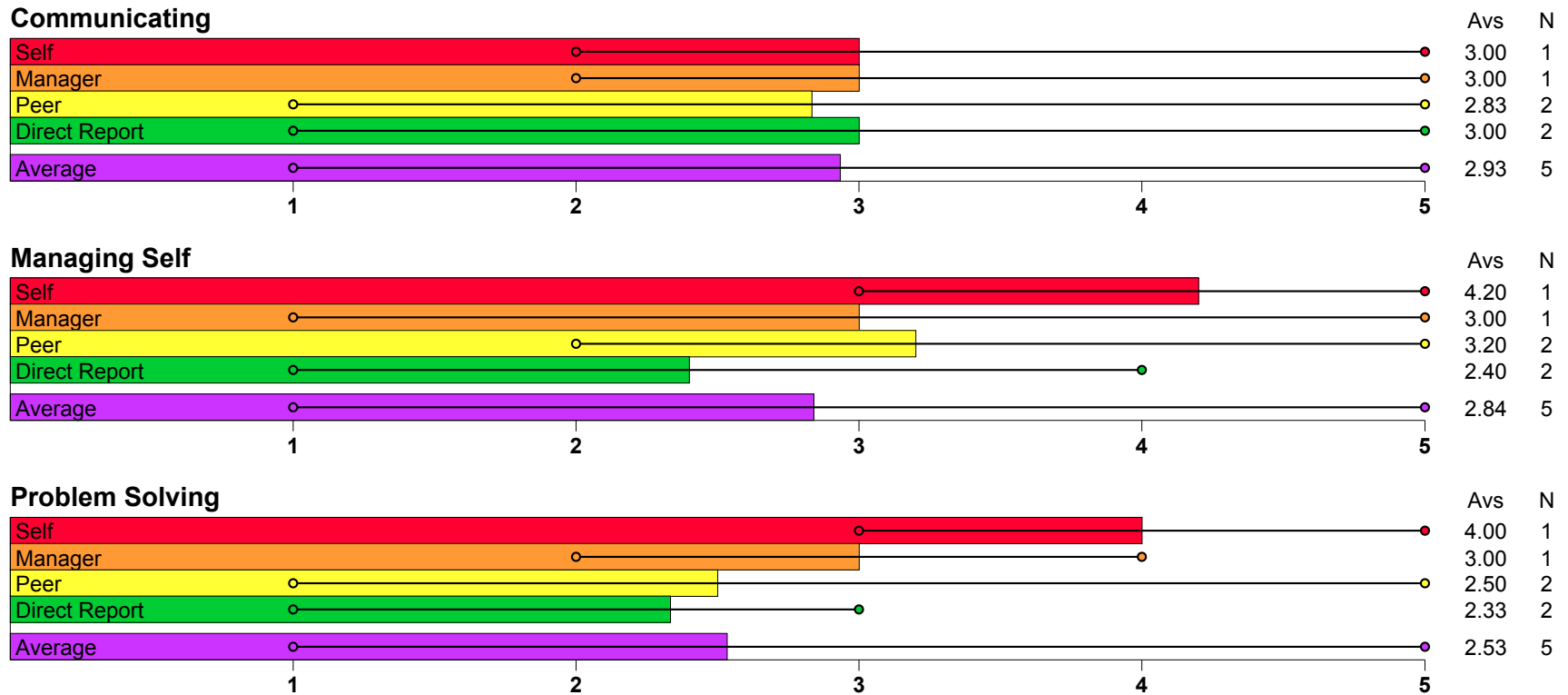


Leading



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Performance Factor Continued



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Behavior Summary

The average score for each Leader View 360 competency and specific questions are summarized below for each rater category (1 to 5 effectiveness scale with higher scores corresponding to more effective behavior). If the symbol **AP** appears instead of a score it means anonymity protection (i.e., fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity). If the symbol **NR** appears instead of a score it means no people from a particular rater group have responded. The competencies are presented in descending order based on the average scores of all raters.

The number in parentheses next to the average score is an index of or measure of rater agreement. The range of scores for this statistical measure of rater agreement is 0 to 1 where "1" represents total agreement by all raters. A score closer to "0" suggests that there exists a wider level of disagreement among raters in their perceptions of how effectively you demonstrate specific actions or behaviors. The higher the agreement score, the greater the consistency and agreement among raters. An agreement score of less than .50 might suggest that you interpret the average score with caution as it might not truly represent an accurate indication of how you are perceived by all raters providing you with feedback.

Questions	Self	Manager	Peer	Direct Report	Average
Planning	3.00 (0.59)	3.00 (0.29)	4.00 (0.59)	3.50 (0.25)	3.60 (0.35)
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	4.00 (1.00)	5.00 (1.00)	4.50 (0.75)	4.50 (0.75)	4.60 (0.76)
Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.	2.00 (1.00)	2.00 (1.00)	4.50 (0.75)	3.50 (0.25)	3.60 (0.32)
Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organization.	3.00 (1.00)	2.00 (1.00)	3.00 (1.00)	2.50 (0.25)	2.60 (0.49)
Controlling	3.67 (0.38)	2.50 (0.75)	3.50 (0.48)	3.67 (0.41)	3.37 (0.44)
Meeting commitments - Performs according to agreements. Follows through according to plans.	4.00 (1.00)	2.00 (1.00)	4.00 (1.00)	5.00 (1.00)	4.00 (0.45)
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	4.00 (1.00)	2.00 (1.00)	4.00 (1.00)	4.00 (0.50)	3.60 (0.49)
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.	4.00 (1.00)	3.00 (1.00)	4.00 (0.50)	3.50 (0.75)	3.60 (0.60)
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.	5.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.50 (0.25)	3.00 (0.45)
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	4.00 (1.00)	3.00 (1.00)	3.00 (0.50)	3.00 (0.50)	3.00 (0.55)

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Behavior Summary Continued

Questions	Self	Manager	Peer	Direct Report	Average
Controlling	3.67 (0.38)	2.50 (0.75)	3.50 (0.48)	3.67 (0.41)	3.37 (0.44)
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	1.00 (1.00)	2.00 (1.00)	3.50 (0.25)	3.00 (0.50)	3.00 (0.37)
Managing Relationships	2.83 (0.33)	3.33 (0.45)	3.58 (0.62)	2.83 (0.51)	3.23 (0.51)
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.	2.00 (1.00)	3.00 (1.00)	4.50 (0.75)	3.50 (0.75)	3.80 (0.63)
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.	5.00 (1.00)	5.00 (1.00)	3.00 (1.00)	3.50 (0.25)	3.60 (0.40)
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	1.00 (1.00)	4.00 (1.00)	3.50 (0.75)	3.00 (0.50)	3.40 (0.60)
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	3.00 (1.00)	4.00 (1.00)	4.00 (0.50)	2.00 (1.00)	3.20 (0.42)
Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	2.00 (1.00)	2.00 (1.00)	3.50 (0.75)	3.00 (1.00)	3.00 (0.68)
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.	4.00 (1.00)	2.00 (1.00)	3.00 (1.00)	2.00 (1.00)	2.40 (0.76)
Leading	3.50 (0.37)	2.83 (0.33)	3.33 (0.41)	3.08 (0.25)	3.13 (0.32)
Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.	1.00 (1.00)	4.00 (1.00)	3.00 (1.00)	4.00 (0.50)	3.60 (0.60)
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.	3.00 (1.00)	3.00 (1.00)	3.50 (0.75)	4.00 (0.50)	3.60 (0.60)
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.	4.00 (1.00)	2.00 (1.00)	4.50 (0.75)	2.50 (0.75)	3.20 (0.42)

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Behavior Summary Continued

Questions	Self	Manager	Peer	Direct Report	Average
Leading	3.50 (0.37)	2.83 (0.33)	3.33 (0.41)	3.08 (0.25)	3.13 (0.32)
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.	4.00 (1.00)	2.00 (1.00)	3.00 (0.50)	3.50 (0.25)	3.00 (0.37)
Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	5.00 (1.00)	1.00 (1.00)	3.00 (0.50)	3.50 (0.25)	2.80 (0.27)
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	4.00 (1.00)	5.00 (1.00)	3.00 (0.00)	1.00 (1.00)	2.60 (0.02)
Communicating	3.00 (0.42)	3.00 (0.50)	2.83 (0.47)	3.00 (0.35)	2.93 (0.42)
Expressing exciting visions of the future - Speaks about coming events with enthusiasm and excitement. Motivates others to eagerly anticipate the future.	4.00 (1.00)	5.00 (1.00)	2.00 (1.00)	4.50 (0.75)	3.60 (0.32)
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	2.00 (1.00)	2.00 (1.00)	3.50 (0.75)	3.00 (1.00)	3.00 (0.68)
Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	2.00 (1.00)	2.00 (1.00)	3.50 (0.75)	3.00 (0.00)	3.00 (0.29)
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.	2.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.00 (0.50)	2.80 (0.63)
Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.	3.00 (1.00)	3.00 (1.00)	2.50 (0.75)	2.50 (0.75)	2.60 (0.76)
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	5.00 (1.00)	3.00 (1.00)	3.00 (0.00)	2.00 (0.50)	2.60 (0.25)
Managing Self	4.20 (0.63)	3.00 (0.29)	3.20 (0.51)	2.40 (0.49)	2.84 (0.42)
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	5.00 (1.00)	5.00 (1.00)	4.50 (0.75)	2.50 (0.25)	3.80 (0.27)
Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	3.00 (1.00)	4.00 (1.00)	3.00 (1.00)	3.00 (0.50)	3.20 (0.63)
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	5.00 (1.00)	3.00 (1.00)	2.50 (0.75)	2.50 (0.75)	2.60 (0.76)

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Behavior Summary Continued

Questions	Self	Manager	Peer	Direct Report	Average
Managing Self	4.20 (0.63)	3.00 (0.29)	3.20 (0.51)	2.40 (0.49)	2.84 (0.42)
Balancing work and personal life - Works productively and gets things done while taking time for self to recuperate and sustain personal health and energy.	4.00 (1.00)	1.00 (1.00)	4.00 (1.00)	1.50 (0.75)	2.40 (0.32)
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	4.00 (1.00)	2.00 (1.00)	2.00 (1.00)	2.50 (0.75)	2.20 (0.80)
Problem Solving	4.00 (0.59)	3.00 (0.59)	2.50 (0.25)	2.33 (0.63)	2.53 (0.43)
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.	4.00 (1.00)	3.00 (1.00)	3.00 (0.00)	2.50 (0.75)	2.80 (0.34)
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	5.00 (1.00)	4.00 (1.00)	2.50 (0.25)	2.00 (0.50)	2.60 (0.32)
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.	3.00 (1.00)	2.00 (1.00)	2.00 (1.00)	2.50 (0.75)	2.20 (0.80)

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Most Effective Behaviors - All Raters

The following behaviors were identified by your respondents as your most effectively demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most effectively 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 effectively practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Effective Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	4.6	0	0	0	2	3
Meeting commitments - Performs according to agreements. Follows through according to plans.	Controlling	4.0	0	1	0	2	2
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	0	0	2	2	1
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self	3.8	1	0	0	2	2
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	3.6	0	1	2	0	2
Expressing exciting visions of the future - Speaks about coming events with enthusiasm and excitement. Motivates others to eagerly anticipate the future.	Communicating	3.6	0	2	0	1	2
Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.	Planning	3.6	0	2	0	1	2
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	3.6	0	0	3	1	1
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	3.6	0	1	1	2	1

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Most Effective Behaviors - All Raters

Most Effective Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Building the team - Encourages quality relationships among colleagues and others. Fosters strong bonds between people by modeling open and honest behavior with others.	Leading	3.6	0	0	3	1	1
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	3.6	0	0	3	1	1

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Most Effective Behaviors - Manager

The following behaviors were identified by your respondents as your most effectively demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most effectively 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 effectively practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Effective Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	5.0	0	0	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	5.0	0	0	0	0	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	5.0	0	0	0	0	1
Expressing exciting visions of the future - Speaks about coming events with enthusiasm and excitement. Motivates others to eagerly anticipate the future.	Communicating	5.0	0	0	0	0	1
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	5.0	0	0	0	0	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	4.0	0	0	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	4.0	0	0	0	1	0
Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	Managing Self	4.0	0	0	0	1	0
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships	4.0	0	0	0	1	0

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Most Effective Behaviors - Manager

Most Effective Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships	4.0	0	0	0	1	0

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Least Effective Behaviors - All Raters

The following behaviors were identified by your respondents as your least effective by relevant competency. They are rank ordered so that the first item is perceived to be your least effective. 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 ineffectively practiced. As such, you should consider practicing these behaviors more effectively or helping others understand when you do demonstrate them.

Least Effective Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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	2.2	0	4	1	0	0
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	2.2	0	4	1	0	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	0	3	2	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	2.4	2	1	0	2	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	2.6	2	0	1	2	0
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating	2.6	2	0	2	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	2.6	0	2	3	0	0
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	2.6	3	0	0	0	2
Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organization.	Planning	2.6	1	1	2	1	0
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self	2.6	0	2	3	0	0

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Least Effective Behaviors - Manager

The following behaviors were identified by your respondents as your least effective by relevant competency. They are rank ordered so that the first item is perceived to be your least effective. 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 ineffectively practiced. As such, you should consider practicing these behaviors more effectively or helping others understand when you do demonstrate them.

Least Effective Behaviors	Competency	Average Score	1- Needs Considerable Development	2- Needs Development	3- Competent	4- Effective	5- Very Effective
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	1.0	1	0	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	1.0	1	0	0	0	0
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	Controlling	2.0	0	1	0	0	0
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	2.0	0	1	0	0	0
Meeting commitments - Performs according to agreements. Follows through according to plans.	Controlling	2.0	0	1	0	0	0
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	2.0	0	1	0	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	0	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	2.0	0	1	0	0	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	2.0	0	1	0	0	0

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Least Effective Behaviors - Manager

Least Effective 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	2.0	0	1	0	0	0
Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.	Planning	2.0	0	1	0	0	0
Setting goals and objectives - Establishes clear, specific, attainable and measurable goals for self and organization.	Planning	2.0	0	1	0	0	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	2.0	0	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	2.0	0	1	0	0	0
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	2.0	0	1	0	0	0

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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 the rater to ensure confidentiality.

✓ **FEEDFORWARD SIGNATURE STRENGTHS**

Please provide any written comments you have regarding the demonstrated Strengths of the individual in the space provided below (what the individual can do to continue leveraging their strengths)

✓ **FEEDFORWARD DEVELOPMENT OPPORTUNITIES**

Please provide any written comments you have regarding possible Development Areas of the individual in the space provided below (what the individual can do more, less or differently to be more effective)

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
FEEDFORWARD SIGNATURE STRENGTHS

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Open Ended Comments Summary Continued FEEDFORWARD DEVELOPMENT OPPORTUNITIES

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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			
Manager			
Peer			
Direct Report			

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

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

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Development Planning Guide Continued

Short-term plans (daily/weekly)

Long-term plans (this year and beyond)

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

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

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Development Planning Guide Continued

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