

TRANSFORMATIONAL LEADERSHIP VIEW360

Transformational Leadership View 360 Report for:

Ajax Nowack
CONFIDENTIAL

8 Nov 2011



Enlighten.
Encourage.
Enable.

The Transformational Leadership View360 Feedback report is an instrument designed to provide feedback on both transformational and transactional leadership competencies. It should not be used as the sole source of information concerning personnel actions including promotion, salary review, or termination.

This report was generated by Envisia Learning's Transformational Leadership View360 software.
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Summary Feedback Report

Introduction

This Feedback Report provides you information about how you are perceived on the 7 critical competencies required for competitive performance within your organization.

This Feedback Report summarizes information from questionnaires completed by the following number and type of raters:

Self	1
Manager	1
Peer	2
Subordinate	2
Team Member	2

This Feedback Report gives you:

- ✓ Competency Definitions
- ✓ Competency Rater Overview
- ✓ Competency Summary
- ✓ Most Frequent / Least Frequent Behaviors
- ✓ Behavior Summary
- ✓ Open Ended Comments
- ✓ Development Planning Guide

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Summary Feedback Report Continued

What is Transformational Leadership?

Transformational leadership is a type of leadership style that leads to positive changes in those who follow. James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well.

Burns distinguished between ordinary (transactional) leaders, who exchanged tangible rewards for the work and loyalty of followers, and extraordinary (transformational) leaders who engaged with followers, focused on higher order intrinsic needs and raised consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Transformational Leadership Theory.

According to Bass (1985), transformational leadership can be defined based on the impact that it has on followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. A transformational leader offers followers something more than just working for self-gain—they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), inspirational motivation, intellectual stimulation and individual consideration.

What are the Elements of Transformational Leadership?

The Transformational Leadership 360 strategically assesses both transformational (skills which encourage, stimulate and engage individuals to perform outstanding results) and transactional (skills which enables the organization to function and utilize all resources efficiently) areas. The summary feedback report provides a comparison of self and other ratings on specific competencies in each of these areas.

Current Research on Transformational Leadership

Current research supports a significant association between transformational leadership styles with follower satisfaction with the leader, motivation of the follower and job performance of the leader (Judge & Piccolo, 2004). Current findings also suggest that transformational and transactional leadership is typically highly related making it difficult to separate their unique effects. Finally, a significant association between transformational leadership and job performance has been established in many recent cross-cultural studies (Judge & Piccolo, 2004).

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Competency Definitions

Transformational

Painting a vision

Creates and communicates a clear vision of the future and achieves support and buy-in.

Intellectual stimulation

Encourges others to work to the best of their potential; Provides work assignemnts that are stretching but achievable.

Treating People as individuals

Builds cooperative working relationships with others; Modifes style to work with others; Listens and seeks to under the viewpoints of others.

Career and skill development

Coaches and develops individual talent and builds a high performance team.

Transactional

Goal setting

Defines strategies for the team, organizes resources to achieve goals and achieves results through realistic planning.

Performance monitoring and control

Checks to ensure projects, tasks and assignments are being completed on time and with quality; Effectively manages individual performance.

Providing feedback

Keeps people up-to-date on the progress of work and provides feedback that people can accept in a timely manner.

FREQUENCY RATING SCALE

1	= Almost Never
2	= Infrequently
3	= Sometimes
4	= Frequently
5	= Almost Always
NA	= Not Observable or Not Applicable

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Competency Rater Overview

The table shows the Average score from all respondents (excluding yourself) for each competency.

The graph shows how you have been rated at the Competency level by each of the different respondent types. Each line relates to a different respondent category as indicated in the key, with the letter corresponding to the competency in the table above.

Competency	Score
A Painting a vision	2.76
B Intellectual stimulation	3.27
C Treating People as individuals	2.98
D Career and skill development	2.69
E Goal setting	2.84
F Performance monitoring and control	2.98
G Providing feedback	2.98



■ Self
 ■ Manager
 ■ Peer
 ■ Subordinate
 ■ Team Member

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Competency 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 Transformational Leadership View360 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 Transformational Leadership View360 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 frequency ratings are indicated as shown below:

- 1 Almost Never
- 2 Infrequently
- 3 Sometimes
- 4 Frequently
- 5 Almost Always
- 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.

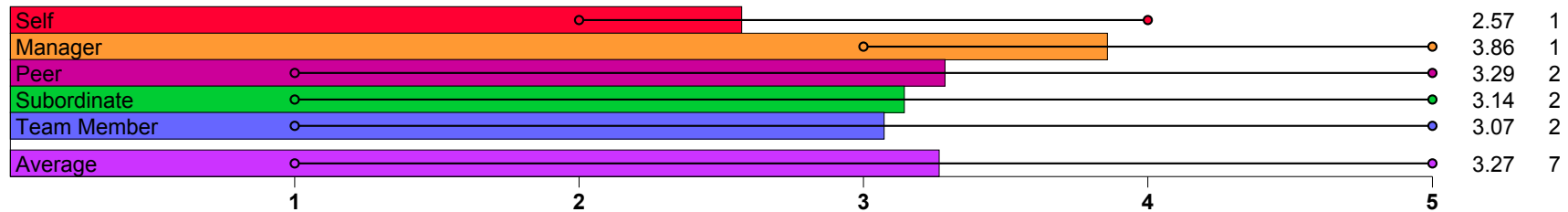
NR "NR" means no people from a particular rater group have responded.

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.

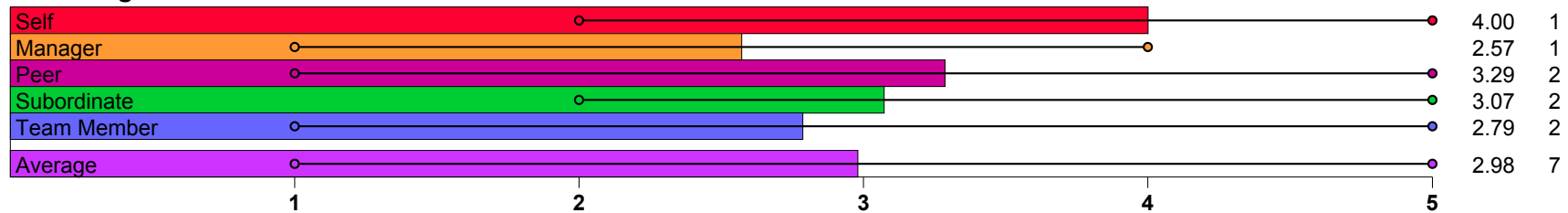
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Competency Summary

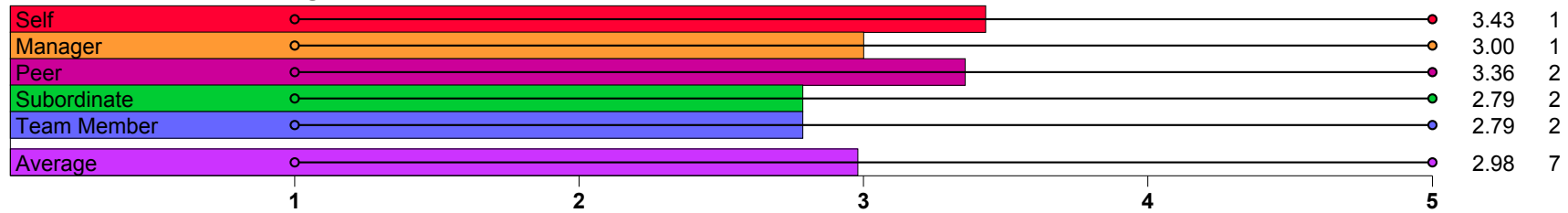
Intellectual stimulation



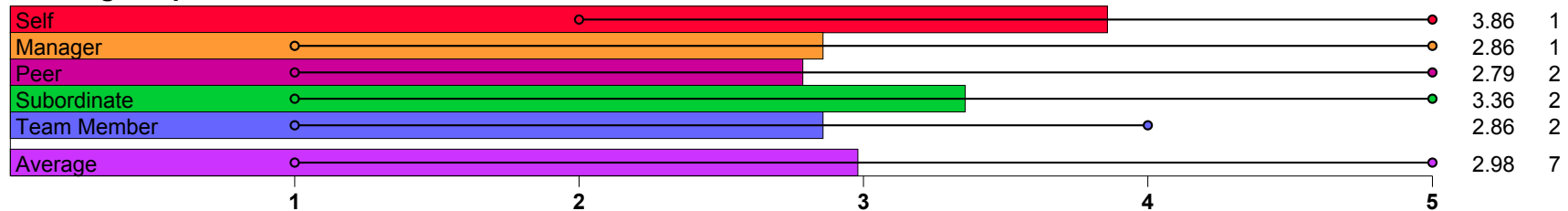
Providing feedback



Performance monitoring and control



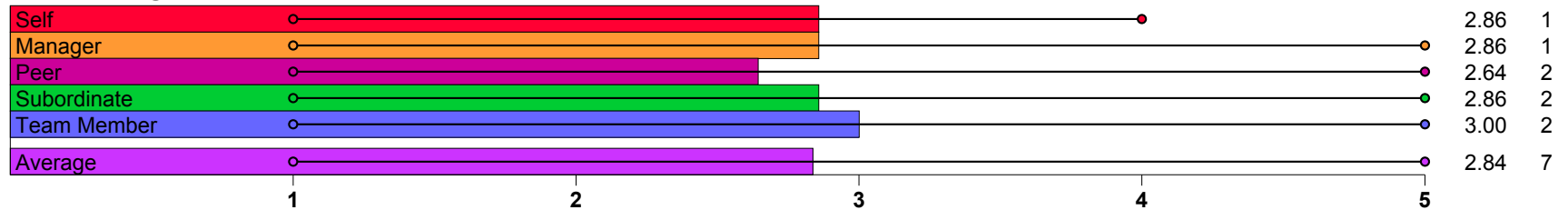
Treating People as individuals



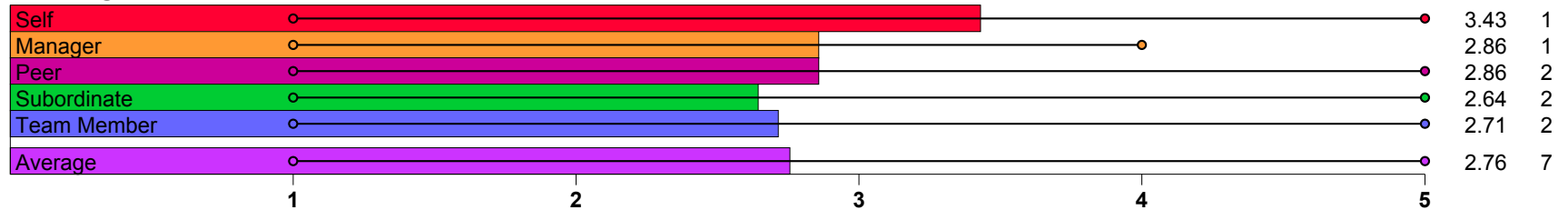
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Competency Summary Continued

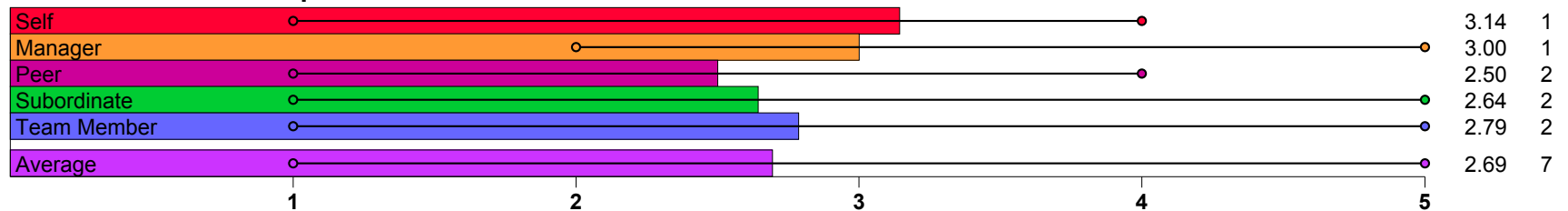
Goal setting



Painting a vision



Career and skill development



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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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual stimulation	4.4	0	0	1	2	4
Uses delegation as a development opportunity.	Career and skill development	3.9	0	1	1	3	2
Asks questions and probes to challenge other's thinking.	Intellectual stimulation	3.7	1	0	1	3	2
Provides timely and ongoing individual performance feedback.	Providing feedback	3.7	0	1	2	2	2
Reviews and discusses individual performance on a regular basis.	Performance monitoring and control	3.6	1	0	2	2	2
Treats people fairly as unique individuals.	Treating People as individuals	3.6	1	0	2	2	2
Encourages others to work to their best potential and utilize their signature strengths.	Intellectual stimulation	3.6	0	1	2	3	1
Quickly analyzes relevant information and gains insight into problems.	Intellectual stimulation	3.6	0	1	2	3	1
Develops processes and procedures to monitor individual and team performance.	Performance monitoring and control	3.4	1	1	2	0	3
Considers sufficient options and alternatives before making a decision.	Goal setting	3.3	0	1	3	3	0
Identifies people's strengths and potential development areas.	Performance monitoring and control	3.3	1	2	0	2	2
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as individuals	3.3	0	2	2	2	1
Recognizes the different capabilities and signature strengths of individuals.	Treating People as individuals	3.3	0	2	2	2	1
Keeps people up-to-date on the progress of work and assignments.	Providing feedback	3.3	1	0	3	2	1

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Most Frequent Behaviors - Manager

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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Discusses people's career goals and plans with them.	Career and skill development	5.0	0	0	0	0	1
Sets clear objectives and performance standards.	Goal setting	5.0	0	0	0	0	1
Organizes and provides adequate resources to achieve goals.	Goal setting	5.0	0	0	0	0	1
Develops processes and procedures to monitor individual and team performance.	Performance monitoring and control	5.0	0	0	0	0	1
Identifies people's strengths and potential development areas.	Performance monitoring and control	5.0	0	0	0	0	1
Demonstrates the ability to sell the benefits of new ideas.	Intellectual stimulation	5.0	0	0	0	0	1
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual stimulation	5.0	0	0	0	0	1
Listens to others for understanding.	Treating People as individuals	5.0	0	0	0	0	1
Encourages others to work to their best potential and utilize their signature strengths.	Intellectual stimulation	4.0	0	0	0	1	0
Quickly analyzes relevant information and gains insight into problems.	Intellectual stimulation	4.0	0	0	0	1	0
Uses other people's time effectively.	Performance monitoring and control	4.0	0	0	0	1	0
Provides timely and ongoing individual performance feedback.	Providing feedback	4.0	0	0	0	1	0
Inspires people to follow the vision.	Painting a vision	4.0	0	0	0	1	0
Creates a clear vision of the future.	Painting a vision	4.0	0	0	0	1	0

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Most Frequent Behaviors - Manager

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Treats mistakes as an opportunity for learning.	Career and skill development	4.0	0	0	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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Provides timely and ongoing individual performance feedback.	Providing feedback	5.0	0	0	0	0	2
Inspires confidence in his / her strategic goals and objectives.	Painting a vision	4.5	0	0	0	1	1
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual stimulation	4.5	0	0	0	1	1
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal setting	4.5	0	0	0	1	1
Identifies people's strengths and potential development areas.	Performance monitoring and control	4.5	0	0	0	1	1
Keeps people up-to-date on the progress of work and assignments.	Providing feedback	4.0	0	0	0	2	0
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as individuals	4.0	0	0	1	0	1
Encourages others to work to their best potential and utilize their signature strengths.	Intellectual stimulation	4.0	0	0	1	0	1
Quickly analyzes relevant information and gains insight into problems.	Intellectual stimulation	4.0	0	0	0	2	0
Uses delegation as a development opportunity.	Career and skill development	4.0	0	0	0	2	0
Reviews and discusses individual performance on a regular basis.	Performance monitoring and control	4.0	0	0	1	0	1
Develops processes and procedures to monitor individual and team performance.	Performance monitoring and control	4.0	0	0	1	0	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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Treats people fairly as unique individuals.	Treating People as individuals	5.0	0	0	0	0	2
Reviews and discusses individual performance on a regular basis.	Performance monitoring and control	4.5	0	0	0	1	1
Recognizes the different capabilities and signature strengths of individuals.	Treating People as individuals	4.5	0	0	0	1	1
Asks questions and probes to challenge other's thinking.	Intellectual stimulation	4.5	0	0	0	1	1
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual stimulation	4.5	0	0	0	1	1
Encourages others to work to their best potential and utilize their signature strengths.	Intellectual stimulation	4.0	0	0	0	2	0
Quickly analyzes relevant information and gains insight into problems.	Intellectual stimulation	4.0	0	0	1	0	1
Provides performance feedback that motivates others.	Providing feedback	4.0	0	0	1	0	1
Keeps people up-to-date on the progress of work and assignments.	Providing feedback	4.0	0	0	1	0	1
Influences people outside their direct control to accomplish tasks, projects and assignments.	Providing feedback	3.5	0	0	1	1	0
Achieves buy-in and support to their vision.	Painting a vision	3.5	0	1	0	0	1
Tries to understand the other person's viewpoint.	Treating People as individuals	3.5	0	0	1	1	0
Considers sufficient options and alternatives before making a decision.	Goal setting	3.5	0	0	1	1	0
Organizes and provides adequate resources to achieve goals.	Goal setting	3.5	0	1	0	0	1
Defines and communicates goals and strategies for the team.	Goal setting	3.5	0	1	0	0	1

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Most Frequent Behaviors - Subordinate

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Develops processes and procedures to monitor individual and team performance.	Performance monitoring and control	3.5	0	1	0	0	1
Treats mistakes as an opportunity for learning.	Career and skill development	3.5	0	0	1	1	0
Uses delegation as a development opportunity.	Career and skill development	3.5	0	1	0	0	1

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Most Frequent Behaviors - Team Member

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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Identifies problems in their early stages.	Performance monitoring and control	4.5	0	0	0	1	1
Asks questions and probes to challenge other's thinking.	Intellectual stimulation	4.5	0	0	0	1	1
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	Goal setting	4.5	0	0	0	1	1
Asks questions and probes to clarify what people are saying.	Providing feedback	4.5	0	0	0	1	1
Uses delegation as a development opportunity.	Career and skill development	4.5	0	0	0	1	1
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual stimulation	4.0	0	0	1	0	1
Defines and communicates goals and strategies for the team.	Goal setting	4.0	0	0	0	2	0
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as individuals	4.0	0	0	0	2	0
Treats people fairly as unique individuals.	Treating People as individuals	3.5	0	0	1	1	0
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	Performance monitoring and control	3.5	0	1	0	0	1
Considers sufficient options and alternatives before making a decision.	Goal setting	3.5	0	0	1	1	0
Demonstrates high personal standards and integrity.	Painting a vision	3.5	0	1	0	0	1
Creates a clear vision of the future.	Painting a vision	3.5	0	0	1	1	0

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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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Builds a collaborative and high performance team.	Career and skill development	2.0	3	2	1	1	0
Encourages self-development and professional development.	Career and skill development	2.0	1	5	1	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance monitoring and control	2.0	4	0	2	1	0
Achieves goals through realistic planning.	Goal setting	2.3	2	2	2	1	0
Provides tasks, projects and assignments that are stretching but achievable.	Intellectual stimulation	2.3	3	0	3	1	0
Answers questions succinctly and in a clear manner.	Providing feedback	2.3	1	4	1	1	0
Changes their interpersonal style and approach according to who they are dealing with.	Treating People as individuals	2.3	2	1	4	0	0
Treats mistakes as an opportunity for learning.	Career and skill development	2.4	2	2	1	2	0
Motivates and inspires their team towards the vision and strategic goals of the organization.	Painting a vision	2.4	1	4	0	2	0
Inspires people to follow the vision.	Painting a vision	2.4	0	5	1	1	0

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Least Frequent Behaviors - Manager

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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Asks questions and probes to clarify what people are saying.	Providing feedback	1.0	1	0	0	0	0
Treats people fairly as unique individuals.	Treating People as individuals	1.0	1	0	0	0	0
Identifies problems in their early stages.	Performance monitoring and control	1.0	1	0	0	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance monitoring and control	1.0	1	0	0	0	0
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal setting	1.0	1	0	0	0	0
Demonstrates high personal standards and integrity.	Painting a vision	1.0	1	0	0	0	0
Coaches, trains and develops people.	Career and skill development	2.0	0	1	0	0	0
Builds a collaborative and high performance team.	Career and skill development	2.0	0	1	0	0	0
Encourages self-development and professional development.	Career and skill development	2.0	0	1	0	0	0
Considers sufficient options and alternatives before making a decision.	Goal setting	2.0	0	1	0	0	0
Defines and communicates goals and strategies for the team.	Goal setting	2.0	0	1	0	0	0
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	Goal setting	2.0	0	1	0	0	0
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	Performance monitoring and control	2.0	0	1	0	0	0

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Least Frequent Behaviors - Manager

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Motivates and inspires their team towards the vision and strategic goals of the organization.	Painting a vision	2.0	0	1	0	0	0
Answers questions succinctly and in a clear manner.	Providing feedback	2.0	0	1	0	0	0
Provides performance feedback that motivates others.	Providing feedback	2.0	0	1	0	0	0
Tries to understand the other person's viewpoint.	Treating People as individuals	2.0	0	1	0	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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Recognizes and responds to unspoken thoughts and feelings (i.e., non-verbal behavior).	Treating People as individuals	1.5	1	1	0	0	0
Builds a collaborative and high performance team.	Career and skill development	1.5	1	1	0	0	0
Treats mistakes as an opportunity for learning.	Career and skill development	1.5	1	1	0	0	0
Defines and communicates goals and strategies for the team.	Goal setting	1.5	1	1	0	0	0
Achieves goals through realistic planning.	Goal setting	2.0	0	2	0	0	0
Organizes and provides adequate resources to achieve goals.	Goal setting	2.0	1	0	1	0	0
Identifies problems in their early stages.	Performance monitoring and control	2.0	0	2	0	0	0
Creates a clear vision of the future.	Painting a vision	2.0	1	0	1	0	0
Demonstrates high personal standards and integrity.	Painting a vision	2.0	0	2	0	0	0
Encourages self-development and professional development.	Career and skill development	2.0	1	0	1	0	0
Changes their interpersonal style and approach according to who they are dealing with.	Treating People as individuals	2.0	1	0	1	0	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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Provides tasks, projects and assignments that are stretching but achievable.	Intellectual stimulation	1.0	2	0	0	0	0
Demonstrates the ability to sell the benefits of new ideas.	Intellectual stimulation	1.5	1	1	0	0	0
Achieves goals through realistic planning.	Goal setting	2.0	1	0	1	0	0
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal setting	2.0	0	2	0	0	0
Asks questions and probes to clarify what people are saying.	Providing feedback	2.0	0	2	0	0	0
Answers questions succinctly and in a clear manner.	Providing feedback	2.0	0	2	0	0	0
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as individuals	2.0	0	2	0	0	0
Builds a collaborative and high performance team.	Career and skill development	2.0	1	0	1	0	0
Encourages self-development and professional development.	Career and skill development	2.0	0	2	0	0	0
Discusses people's career goals and plans with them.	Career and skill development	2.0	1	0	1	0	0
Inspires people to follow the vision.	Painting a vision	2.0	0	2	0	0	0
Motivates and inspires their team towards the vision and strategic goals of the organization.	Painting a vision	2.0	0	2	0	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance monitoring and control	2.0	1	0	1	0	0
Identifies people's strengths and potential development areas.	Performance monitoring and control	2.0	0	2	0	0	0

TRANSFORMATIONAL LEADERSHIPVIEW360

Least Frequent Behaviors - Team Member

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- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Treats mistakes as an opportunity for learning.	Career and skill development	1.5	1	1	0	0	0
Changes their interpersonal style and approach according to who they are dealing with.	Treating People as individuals	1.5	1	1	0	0	0
Sets clear objectives and performance standards.	Goal setting	2.0	0	2	0	0	0
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal setting	2.0	1	0	1	0	0
Inspires confidence in his / her strategic goals and objectives.	Painting a vision	2.0	1	0	1	0	0
Inspires people to follow the vision.	Painting a vision	2.0	0	2	0	0	0
Encourages self-development and professional development.	Career and skill development	2.0	0	2	0	0	0
Develops processes and procedures to monitor individual and team performance.	Performance monitoring and control	2.0	1	0	1	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance monitoring and control	2.0	1	0	1	0	0
Listens to others for understanding.	Treating People as individuals	2.0	0	2	0	0	0
Provides performance feedback that motivates others.	Providing feedback	2.0	1	0	1	0	0
Keeps people up-to-date on the progress of work and assignments.	Providing feedback	2.0	1	0	1	0	0

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Behavior Summary

The average score for each Transformational Leadership View360 competency and specific questions are summarized below for each rater category (1 to 5 frequency scale with higher scores corresponding to more frequently observed 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. 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 frequently 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	Subordinate	Team Member	Average
Intellectual stimulation	2.57 (0.64)	3.86 (0.58)	3.29 (0.31)	3.14 (0.22)	3.07 (0.39)	3.27 (0.32)
Encourages others to critically evaluate their ideas, arguments and suggestions.	4.00 (1.00)	5.00 (1.00)	4.50 (0.75)	4.50 (0.75)	4.00 (0.50)	4.43 (0.64)
Asks questions and probes to challenge other's thinking.	2.00 (1.00)	3.00 (1.00)	2.50 (0.25)	4.50 (0.75)	4.50 (0.75)	3.71 (0.36)
Encourages others to work to their best potential and utilize their signature strengths.	2.00 (1.00)	4.00 (1.00)	4.00 (0.50)	4.00 (1.00)	2.50 (0.75)	3.57 (0.55)
Quickly analyzes relevant information and gains insight into problems.	2.00 (1.00)	4.00 (1.00)	4.00 (1.00)	4.00 (0.50)	2.50 (0.75)	3.57 (0.55)
Demonstrates the ability to sell the benefits of new ideas.	2.00 (1.00)	5.00 (1.00)	3.00 (0.50)	1.50 (0.75)	2.50 (0.25)	2.71 (0.26)
Encourages others to challenge the status quo and take prudent risks.	3.00 (1.00)	3.00 (1.00)	2.50 (0.25)	2.50 (0.25)	2.50 (0.25)	2.57 (0.30)
Provides tasks, projects and assignments that are stretching but achievable.	3.00 (1.00)	3.00 (1.00)	2.50 (0.25)	1.00 (1.00)	3.00 (1.00)	2.29 (0.42)
Providing feedback	4.00 (0.47)	2.57 (0.55)	3.29 (0.39)	3.07 (0.45)	2.79 (0.40)	2.98 (0.42)
Provides timely and ongoing individual performance feedback.	5.00 (1.00)	4.00 (1.00)	5.00 (1.00)	3.00 (0.50)	3.00 (1.00)	3.71 (0.48)

TRANSFORMATIONAL LEADERSHIP VIEW 360

Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
Providing feedback	4.00 (0.47)	2.57 (0.55)	3.29 (0.39)	3.07 (0.45)	2.79 (0.40)	2.98 (0.42)
Keeps people up-to-date on the progress of work and assignments.	2.00 (1.00)	3.00 (1.00)	4.00 (1.00)	4.00 (0.50)	2.00 (0.50)	3.29 (0.42)
Provides performance feedback that motivates others.	5.00 (1.00)	2.00 (1.00)	3.50 (0.25)	4.00 (0.50)	2.00 (0.50)	3.00 (0.29)
Asks questions and probes to clarify what people are saying.	5.00 (1.00)	1.00 (1.00)	3.00 (1.00)	2.00 (1.00)	4.50 (0.75)	2.86 (0.38)
Provides performance feedback that is clear, specific and behaviorally oriented.	3.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.00 (0.50)	3.00 (0.50)	2.86 (0.58)
Influences people outside their direct control to accomplish tasks, projects and assignments.	4.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.50 (0.75)	2.50 (0.25)	2.86 (0.51)
Answers questions succinctly and in a clear manner.	4.00 (1.00)	2.00 (1.00)	2.50 (0.25)	2.00 (1.00)	2.50 (0.75)	2.29 (0.56)
Performance monitoring and control	3.43 (0.30)	3.00 (0.20)	3.36 (0.33)	2.79 (0.43)	2.79 (0.29)	2.98 (0.31)
Reviews and discusses individual performance on a regular basis.	2.00 (1.00)	3.00 (1.00)	4.00 (0.50)	4.50 (0.75)	2.50 (0.25)	3.57 (0.35)
Develops processes and procedures to monitor individual and team performance.	5.00 (1.00)	5.00 (1.00)	4.00 (0.50)	3.50 (0.25)	2.00 (0.50)	3.43 (0.25)
Identifies people's strengths and potential development areas.	5.00 (1.00)	5.00 (1.00)	4.50 (0.75)	2.00 (1.00)	2.50 (0.25)	3.29 (0.26)
Uses other people's time effectively.	1.00 (1.00)	4.00 (1.00)	3.50 (0.25)	2.50 (0.75)	2.50 (0.75)	3.00 (0.47)
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	3.00 (1.00)	2.00 (1.00)	3.00 (0.50)	2.50 (0.75)	3.50 (0.25)	2.86 (0.44)
Identifies problems in their early stages.	4.00 (1.00)	1.00 (1.00)	2.00 (1.00)	2.50 (0.75)	4.50 (0.75)	2.71 (0.36)
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	4.00 (1.00)	1.00 (1.00)	2.50 (0.25)	2.00 (0.50)	2.00 (0.50)	2.00 (0.40)
Treating People as individuals	3.86 (0.44)	2.86 (0.44)	2.79 (0.40)	3.36 (0.41)	2.86 (0.51)	2.98 (0.42)
Treats people fairly as unique individuals.	5.00 (1.00)	1.00 (1.00)	3.50 (0.75)	5.00 (1.00)	3.50 (0.75)	3.57 (0.35)
Builds collaborative working relationships with immediate colleagues and peers.	5.00 (1.00)	3.00 (1.00)	4.00 (0.50)	2.00 (1.00)	4.00 (1.00)	3.29 (0.48)

TRANSFORMATIONAL LEADERSHIP VIEW 360

Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
Treating People as individuals	3.86 (0.44)	2.86 (0.44)	2.79 (0.40)	3.36 (0.41)	2.86 (0.51)	2.98 (0.42)
Recognizes the different capabilities and signature strengths of individuals.	5.00 (1.00)	3.00 (1.00)	2.50 (0.75)	4.50 (0.75)	3.00 (0.50)	3.29 (0.48)
Tries to understand the other person's viewpoint.	3.00 (1.00)	2.00 (1.00)	3.50 (0.25)	3.50 (0.75)	3.00 (0.50)	3.14 (0.44)
Listens to others for understanding.	3.00 (1.00)	5.00 (1.00)	2.50 (0.75)	2.50 (0.25)	2.00 (1.00)	2.71 (0.36)
Recognizes and responds to unspoken thoughts and feelings (i.e., non-verbal behavior).	2.00 (1.00)	3.00 (1.00)	1.50 (0.75)	3.00 (1.00)	3.00 (1.00)	2.57 (0.64)
Changes their interpersonal style and approach according to who they are dealing with.	4.00 (1.00)	3.00 (1.00)	2.00 (0.50)	3.00 (1.00)	1.50 (0.75)	2.29 (0.56)
Goal setting	2.86 (0.44)	2.86 (0.27)	2.64 (0.38)	2.86 (0.32)	3.00 (0.40)	2.84 (0.35)
Considers sufficient options and alternatives before making a decision.	4.00 (1.00)	2.00 (1.00)	3.50 (0.75)	3.50 (0.75)	3.50 (0.75)	3.29 (0.65)
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	4.00 (1.00)	2.00 (1.00)	2.50 (0.75)	3.00 (0.00)	4.50 (0.75)	3.14 (0.27)
Organizes and provides adequate resources to achieve goals.	1.00 (1.00)	5.00 (1.00)	2.00 (0.50)	3.50 (0.25)	2.50 (0.75)	3.00 (0.29)
Defines and communicates goals and strategies for the team.	4.00 (1.00)	2.00 (1.00)	1.50 (0.75)	3.50 (0.25)	4.00 (1.00)	2.86 (0.32)
Sets clear objectives and performance standards.	2.00 (1.00)	5.00 (1.00)	2.50 (0.25)	2.50 (0.75)	2.00 (1.00)	2.71 (0.36)
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	2.00 (1.00)	1.00 (1.00)	4.50 (0.75)	2.00 (1.00)	2.00 (0.50)	2.57 (0.30)
Achieves goals through realistic planning.	3.00 (1.00)	3.00 (1.00)	2.00 (1.00)	2.00 (0.50)	2.50 (0.25)	2.29 (0.48)
Painting a vision	3.43 (0.41)	2.86 (0.51)	2.86 (0.41)	2.64 (0.41)	2.71 (0.33)	2.76 (0.40)
Sets an enviable example for others to follow.	1.00 (1.00)	3.00 (1.00)	3.50 (0.25)	3.00 (0.50)	3.00 (0.00)	3.14 (0.27)
Inspires confidence in his / her strategic goals and objectives.	3.00 (1.00)	3.00 (1.00)	4.50 (0.75)	2.50 (0.75)	2.00 (0.50)	3.00 (0.40)
Creates a clear vision of the future.	5.00 (1.00)	4.00 (1.00)	2.00 (0.50)	2.50 (0.75)	3.50 (0.75)	2.86 (0.51)
Achieves buy-in and support to their vision.	4.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.50 (0.25)	2.50 (0.75)	2.86 (0.51)
Demonstrates high personal standards and integrity.	3.00 (1.00)	1.00 (1.00)	2.00 (1.00)	3.00 (0.00)	3.50 (0.25)	2.57 (0.20)

TRANSFORMATIONAL LEADERSHIPVIEW360

Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
Painting a vision	3.43 (0.41)	2.86 (0.51)	2.86 (0.41)	2.64 (0.41)	2.71 (0.33)	2.76 (0.40)
Inspires people to follow the vision.	4.00 (1.00)	4.00 (1.00)	2.50 (0.75)	2.00 (1.00)	2.00 (1.00)	2.43 (0.64)
Motivates and inspires their team towards the vision and strategic goals of the organization.	4.00 (1.00)	2.00 (1.00)	3.00 (0.50)	2.00 (1.00)	2.50 (0.25)	2.43 (0.48)
Career and skill development	3.14 (0.51)	3.00 (0.47)	2.50 (0.47)	2.64 (0.36)	2.79 (0.40)	2.69 (0.41)
Uses delegation as a development opportunity.	4.00 (1.00)	3.00 (1.00)	4.00 (1.00)	3.50 (0.25)	4.50 (0.75)	3.86 (0.51)
Discusses people's career goals and plans with them.	4.00 (1.00)	5.00 (1.00)	3.50 (0.75)	2.00 (0.50)	3.00 (0.50)	3.14 (0.38)
Coaches, trains and develops people.	4.00 (1.00)	2.00 (1.00)	2.50 (0.75)	3.00 (0.00)	3.00 (0.50)	2.71 (0.36)
Supports employee development and training initiatives.	1.00 (1.00)	3.00 (1.00)	2.50 (0.75)	2.50 (0.75)	3.00 (1.00)	2.71 (0.77)
Treats mistakes as an opportunity for learning.	3.00 (1.00)	4.00 (1.00)	1.50 (0.75)	3.50 (0.75)	1.50 (0.75)	2.43 (0.41)
Encourages self-development and professional development.	3.00 (1.00)	2.00 (1.00)	2.00 (0.50)	2.00 (1.00)	2.00 (1.00)	2.00 (0.73)
Builds a collaborative and high performance team.	3.00 (1.00)	2.00 (1.00)	1.50 (0.75)	2.00 (0.50)	2.50 (0.25)	2.00 (0.47)

TRANSFORMATIONAL LEADERSHIPVIEW360

Open Ended Comments Summary Introduction

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

The questions were:

- ✓ Please provide any written comments you have regarding what the individual could be doing more to be effective.
- ✓ Please provide any written comments you have regarding what the individual could be doing less to be effective.
- ✓ Please provide any written comments you have regarding what the individual could be doing differently to be effective.

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

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

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

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

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Open Ended Comments Summary

Feedforward: Doing More

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Open Ended Comments Summary Continued

Feedforward: Doing Less

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Open Ended Comments Summary Continued

Feedforward: Doing Differently

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Development Planning Guide

Examining Your Transformational Leadership View360 Feedback Report

Your reactions to your Transformational Leadership View360 report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

If you had to select a single word or phrase to describe your emotional reaction, it would be:

What is it about your results that lead you to feel this way?

What new insights, if any, do you get from your results?

How do your perceptions compare to those of other rater groups? Are there any important trends?

What experiences or feedback from others seems very consistent with these results? What experiences or feedback from others seems very inconsistent with these results?

TRANSFORMATIONAL LEADERSHIP VIEW360

Development Planning Guide Continued

Deciding What Skills To Work On

The table below summarizes the 7 Transformational Leadership View360 Competencies. Place a check next to the ones you rate as being most important to your current position below and place a check next to those skills that the majority of others see as possible development areas. Any competency with both columns checked suggests more critical development areas. These should be considered as part of your development plan.

Competency Group	Competency	Competency Importance Rating	Development As Perceived By Others
Transformational	Painting a vision		
	Intellectual stimulation		
	Treating People as individuals		
	Career and skill development		
Transactional	Goal setting		
	Performance monitoring and control		
	Providing feedback		

TRANSFORMATIONAL LEADERSHIPVIEW360

Development Planning Guide Continued

Focusing On Development

List three competency strengths based upon your Transformational Leadership View360 results below:

1. _____
2. _____
3. _____

List three possible development competency areas based upon your Transformational Leadership View360 results below:

1. _____
2. _____
3. _____

The Transformational Leadership View360 is an instrument developed to provide feedback and developmental focus and recommendations about skill strengths and development needs. The action planning process helps to increase your success. Research suggests that desired change is more likely to be successful when:

- ✓ The desired skills and behaviors are specifically defined
- ✓ There is commitment and motivation to change
- ✓ An action plan is developed and shared with others
- ✓ An analysis is made of reasons for lack of success
- ✓ Other people support the change in observable ways
- ✓ The outcomes are visible and can be measured

The action plan worksheet on the next page will assist you at developing the skills you have identified based on the results of your Transformational Leadership View360 Questionnaire. As you begin work on your action plan, consider the following:

- ✓ Focus on a single specific skill or skill area
- ✓ Use the recommendations in your report as a basis for your plan
- ✓ Keep your plan simple and put it in writing
- ✓ Define how you will monitor and evaluate progress

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Development Planning Guide Continued

Competency:	
Development Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	