TRANSFORMATIONAL LEADERSHIP360

FACILITATOR'S GUIDE

Enlighten.
Encourage.
Enable.

3435 Ocean Park Blvd, Suite 203
Santa Monica, CA 90405

Phone: (310) 452-5130
Fax: (310) 450-0548
http://www.envisialearning.com

Table of Contents

About This Guide

"It takes two, to know one."

Samuel Culbert

This guide is an introduction to using **Transformational Leadership 360**. It describes the history and development of this 360 degree feedback instrument as well as important information about the interpretation of the comprehensive summary feedback report. This guide is intended for consultants and qualified users of **Transformational Leadership 360**.

WHAT THIS GUIDE CONTAINS

The guide is divided into five sections. Section I summarizes current issues in using 360 degree feedback processes. Section II provides an overview of the "COACH" model of giving feedback. Section III is a background and history of the development of **Transformational Leadership 360.** Section V summarizes how to interpret the **Transformational Leadership 360** summary feedback report.

Finally, section VI provides suggestions for giving feedback with this instrument. We strongly recommend that you read each of these sections thoroughly to obtain maximum results. The Appendix Sections of the guide provides references and a sample **Transformational Leadership 360** feedback report.

Section 1

Issues in Using 360º Feedback

Transformational Leadership 360 was developed to facilitate increased managerial competence by providing a comparison of self and other perceptions to 20 critical competencies. **Transformational Leadership 360** is ideal for use in coaching, management development, supervisory training, employee development programs, career development, and succession planning interventions. It can be used either alone, or in conjunction, with other assessment tools and methods.

It seems as if just about every organization is using some type of multi-rater 360º assessment inventory (so called because feedback is collected all around the respondent and often includes perceptions from the respondent's manager, direct reports, peers, and/or customers) in their training programs, organizational development interventions, and quality efforts. By comparing one's perception with those of others, these assessment tools provide a comprehensive summary of an employee's strength and areas of development based upon specific skills, abilities, and job-related competencies.

Over the last few years, there has been a dramatic increase in the use of these types of assessments within most organizations. Why are so many coaches, consultants and HRD practitioners using these types of assessment tools? What are the reasons they have gained so much popularity? The wide use and proliferation of these types of 360º assessment instruments can be traced to several new trends and developments. Some of these include:

1. The ability of web based systems that allow data from multiple sources to be easily combined and summarized into customized feedback reports

2. The search for cost-effective alternatives to the administratively complex, yet highly valid, assessment center methodology to identify developmental areas of employees

3. Current organizational total quality management (TQM) and continuous measurable improvement (CMI) efforts that have

emphasized ongoing measurement and improvement of human, technological, and organizational systems

4. The increase of career plateauing (particularly structural and content) within all organizations resulting in employees seeking more specific and targeted job-related feedback for on-going professional growth and development, and

5. A greater concern for maximizing individual employee potential as a result of technological breakthroughs, economic and competitive challenges, changing global markets, and greater workforce diversity facing organizations throughout the 1990's.

These diverse and popular 360º assessment tools are generally used in a wide variety of human resources functions including: style and leadership awareness, supervisory training, management development, assessment centers, succession planning systems, career development counseling, training needs assessment, training and organizational development evaluation, employee coaching interventions, and personnel selection systems. However, with the popularity and development of so many different types of 360º assessment inventories on the market today, there are several important issues and concerns that practitioners should be aware of. The most <u>critical</u> of these 360º assessment and feedback issues include:

- Validity of self/other reports
- Sources of feedback
- What is being assessed
- Scoring procedure used
- Confidentiality/Anonymity
- Feedback results given to respondents
- Reliability/Validity of the 360º assessment tools

ISSUES OVER THE VALIDITY OF SELF/OTHER REPORTS

The main feature of 360º assessment tools is the ability to compare one's perceptions of skills, abilities, and style to those of others. But how accurate are self-reports? How do self-reports compare with the appraisal of others? What role does social desirability, impression management, and self-deception play in the validity of self-reports?

In general, current research suggests that self-ratings of skills and abilities appear to be relatively poor predictors of occupational success and performance. However, both peer and supervisory ratings of skills and potential appear to be at least as predictive of future success or performance as typical personnel selection methods and approaches including assessment centers, work-samples, simulations, and cognitive ability tests (Schmidt & Hunter, 1998). Furthermore, recent findings suggest that self-ratings of skills and performance are generally more inflated than are those of others (Nowack, 1997; 2009). As a result, self-ratings tend to be weakly associated with evaluations and appraisals from others, and this appears to be most pronounced for professional, supervisory, and managerial positions (Harris & Schaubroeck, 1988). These findings appear have strong implications for human resources practitioners using 360º assessment inventories in their training and development efforts.

First, it would appear that differences in perception might be commonly expected between respondents completing a 360º assessment tool and "others" providing the respondent with feedback. Second, it would also appear that respondents might have a tendency to be more lenient in their self-assessments of current skills, abilities, performance, and even future potential. Particularly for some respondents with poor self-insight, overly optimistic and unrealistic appraisals of one's self may have important negative repercussions for professional growth and development within an organization. For example, employees might fail to perceive or accurately interpret negative feedback from internal and external customers leading to behaviors that are largely dysfunctional or resulting in "derailment" within the organization. Similarly, employees with poor self-insight might tend to ignore discrepant, yet accurate, feedback from others and be unwilling to make specific behavioral changes in critical skills and behaviors.

In summary, current research suggests that there is a tendency for some employees to rate their skills and abilities higher than others. This "leniency effect" should be recognized and expected, particularly in employees who possess poor self-insight and self-awareness. Getting employees to acknowledge and accept critical feedback from others in a non-defensive manner is a necessary first step for commitment to change and continued professional development.

ISSUES OVER WHAT SOURCES OF FEEDBACK SHOULD BE USED

A second important issue is who should be asked to provide feedback to the respondent when using a 360° assessment instrument? Obvious sources for feedback might include the employee's direct supervisor, subordinates, peers, and internal/external customers. It might be argued that all of the above feedback sources have a unique and important perspective on the respondent's skills, abilities, current performance, and future potential. However, each may not have an equal opportunity to observe all facets of how an employee performs daily on-the-job.

Should the employee's own supervisor, direct reports, peers, or internal/external customers be asked to provide feedback when using 360° assessment tools? What "mix" of "others" will best provide the targeted feedback to be gathered and shared with the employee? It is important to consider who has the best opportunity to actually observe and provide feedback to the employee on a day-to-day basis.

The geographic location, organizational structure, and employee's specific job may all influence who should be included as actual feedback sources. For example, for developmental purposes it might be advised to gather as many diverse perspectives from as many feedback sources as is possible. However, when used for succession planning purposes, the employee's own supervisor may be the only practical, or desired, point of view of evaluating future success or potential.

Once the feedback sources have been identified, it is also important to decide how the specific individuals providing feedback to the employee will be actually selected. In some cases, the employee will be asked to directly select "others" who will provide them with feedback using the 360º assessment tool. In this way, employees have full control to determine who provides them with feedback. In other cases, the employee will have little or no input as the distribution and collection of the 360º assessment tool is administratively handled by the employee's supervisor, department head, or outside vendor. In this way, individuals serving as sources of feedback to complete these assessment instruments are selected without the knowledge, or approval, of the employee.

Table 1

Mean Validities of Typical Assessment Methods [1]

Selection Method	**Validity [2]**
Cognitive Ability/Intelligence	.51
Work Sample Tests	.54
Interviews (structured)	.51
Peer Ratings	.49
Job Knowledge Tests	.48
Job Tryout Procedures	.44
Interviews (unstructured)	.38
Biographical Data	.35
Personality (Conscientiousness)	.31
Reference Checks	.26
Job Experience (years)	.18
Education (years)	.10
Interests	.10
Graphology (handwriting)	.02
Age	-.01

[1]Meta-Analytic Correlations between Selection Methods and Job Performance (Schmidt & Hunter, 1998)

[2]Validity coefficients (*rho*) include corrections for sampling error and unreliability.

Closely related to what sources of feedback to include is how many "others" should provide feedback to the respondent? Of course in theory, it takes only one very accurate and objective appraisal of the employee's skills, abilities, and style to be immensely valuable and helpful! Most outside consultants and vendors offering off-the-shelf 360º assessment inventories tend to include anywhere from four to ten "others" in their administrative procedures and feedback reports. In fact, little research exists to prescribe or recommend the "ideal" number that should be included.

In summary, practitioners should carefully consider the purpose for using a 360º assessment tool before deciding what specific feedback sources should be included. The goal should be to provide employees with the most objective, comprehensive, and accurate feedback as possible. Even when carefully selected, if employees do not have faith in those providing them with feedback, they will be inclined to discount and ignore the perceptions and observations of others. The quality of the raters would appear to be much more important than either the type or number of "others" included as feedback sources when using 360º assessment tools.

ISSUES OVER WHAT SHOULD BE MEASURED

Training and development practitioners hoping to use 360º feedback tools can either develop their own to uniquely meet specific organizational needs, or purchase already existing off-the-shelf assessment inventories from a myriad of outside consultants, vendors, and training companies. In any case, an important issue is what specifically should these 360º assessment tools be measuring?

Practitioners who are using these types of assessment tools for developmental purposes should attempt to integrate them, whenever possible, with existing classroom and OJT training programs within their organizations. As such, available training needs analysis data will be helpful to delineate the specific knowledge, skills, and abilities (KSAs) that should be targeted in the development or purchase of an off-the-shelf 360º assessment inventory. In this way, employees will receive feedback on the job-relevant knowledge and skills that are already being targeted in existing training and organizational development interventions.

Where it is not practical to design and develop a customized 360º assessment tool, practitioners will be forced to identify and select the best off-the-shelf instrument that most closely matches their organizational needs. It is important to note that the majority of the off-the-shelf 360° assessment inventories available from outside consultants and vendors are generally based on very diverse theoretical and conceptual models. Furthermore, they often measure very different skills, abilities, and competencies. However, most can be described as being designed and developed based on five different models resulting in a unique set of KSAs that are typically measured. These models can be described as the:

- **Job Analysis Model**--the KSAs measured in these 360° assessment tools are based on traditional job analysis procedures. Use of interviews, focus groups, and job task information questionnaires typically result in a list of KSAs targeted to a specific position and measured by the 360° assessment tool.

- **Competency Based Model**--the KSAs measured in these 360° assessment tools are not on aspects of the job, but of those that perform the job best (i.e., competencies). True competencies are identified by comparing and contrasting the differences between a group of "high performers" and "low performers" within the organization. These differences, or competencies, are then assessed directly by the 360° assessment tool.

- **Strategic Planning Model**--the KSAs measured in these 360° assessment tools are based on the strategic plan of the organization and the critical knowledge and skills required for future success. Again, interviews and focus groups with key senior executives and managers results in a list of "strategic KSAs" that support the implementation and achievement of the operational and strategic plans of the organization. The 360° assessment tool is specifically designed to assess and measure these particular "strategic KSAs."

- **Developmental Theory Model**--the KSAs measured in these 360° assessment tools are based on theories and/or conceptual models about how employees grow and develop. These theory-based models prescribe specific KSAs that are important at various stages of professional growth and adult development.

- **Personality Theory Model**--the KSAs measured in these 360° assessment tools are based on a specific personality-based models of effective interpersonal relations, leadership, or organizational success. These personality-based assessment instruments typically assess particular individual qualities, traits, temperaments, or styles (e.g., communication, leadership, interpersonal, cognitive).

In summary, practitioners using 360^{o} assessment feedback instruments should identify the key knowledge and skills to be measured, and either develop or purchase an existing assessment tool that best meets their organizational needs. It is important to keep in mind that the diverse off-the-shelf assessment tools are not necessarily measuring the same set of KSAs, or are even based upon the same theoretical or conceptual models. Particularly in the case of off-the-shelf 360^{o} assessment instruments, practitioners should carefully compare one instrument to the other to insure that like-named scales are defined the same way and essentially measuring what they purport to be measuring.

ISSUES OVER WHAT SCORING PROCEDURES SHOULD BE USED

Another important issue in the use of 360^{o} assessment tools concerns what scoring procedure is most appropriate. In other words, whom should the employee's score on a specific scale on a 360^{o} assessment inventory be compared to? In practice, the employee could be compared to himself/herself (ipsative scoring) or to a representative sample of "like employees" (normative scoring).

Arguably, the most powerful and effective use of 360^{o} assessment inventories is when they are administered to the same employee over at least two different periods of time. In this way, continuous measurement of relevant KSAs can occur allowing the employee to track and monitor specific performance and behavioral changes over time. As such, the employee's initial scores serve as the "baseline" measure against with future change and improvement can be compared. Thus, the frame of reference in ipsative scoring is the individual, rather than, a representative normative sample.

The emphasis of an ipsative scoring procedure is solely on the individual and how he/she changes over time based on the feedback from others. It is important to note that certain personality-based 360^{o} assessment tools are more concerned about increasing awareness about one's interpersonal, communication, or leadership style at one point in time, rather than, focusing on how they may change over time. Nonetheless, people do change and by periodically comparing one's perception with those of others, individuals may gain new insight about their temperament and styles.

In contrast, normative scoring allows the employee to compare his/her scores with those of a representative group of "like employees" within a specific job classification, industry type, or organization. In general, three different types of norms are used with 360º feedback tools:

- Industry or Job classification norms
- Organization specific norms
- Competency based norms

Many vendors and companies offering off-the-shelf 360º assessment inventories commonly maintain industry-wide (e.g., health care, finance, aerospace) and job classification specific (e.g., first-line supervisor, executive) norms that are used for scoring and feedback report purposes. Practitioners should make sure that they are using the most relevant and representative norms available, and that they accurately reflect the industry and/or target job intended. Otherwise, feedback from these instruments may be difficult to interpret or of little relevance to the respondent.

It can be argued that organization specific norms may be more meaningful than industry-wide norms for interpreting the results of most 360º assessment tools. Organization specific norms allow for direct comparisons between employees within the same organizational culture and climate. Practitioners should make sure that a large and representative sample is initially used to adequately determine one's own organizational norms. One major advantage of using one's own organization as a normative base of comparison is that it allows practitioners to identify specific training needs across the each of the KSAs being measured by the 360º assessment tool.

Competency-based norms are another scoring alternative that are based on one's own organization. Competency based norms are established by first identifying a fairly large and representative sample of "high performer" or "high potential" employees from within the organization. They are administered the 360º assessment inventory and the results from this group are statistically analyzed to calculate individual scale means and standard deviations. These means become the "competency means" that are to be used for all subsequent employees who will be administered the same 360° assessment inventory. In this way, the remaining employees are being compared to the "high performers" or "high potentials" within the organization. Developmental efforts, based upon the results of these 360° assessment inventories, will be targeted towards the very behaviors that differentiate between these high and lower performers.

In summary, practitioners using 360° assessment inventories should decide upon the most relevant and appropriate scoring procedure to be used. Either ipsative (comparison between the same employee's scores over time) or normative (comparison between different employees) should be used. When normative scoring is used, practitioners should attempt to insure that the normative sample being used is representative of the employee group being administered the 360° assessment inventory. When practical, competency-based norming allows employees to be compared to "high performers" within their own unique organizational culture.

ISSUES IN CONFIDENTIALITY/ANONYMITY

Several issues exist with respect to confidentiality and anonymity in the use of 360° assessment tools. When using any assessment instrument or organizational survey, it is important to insure that participation is voluntary, and either anonymous or confidential in nature. Employees that feel coerced into participating, or who feel that they will be identified in the feedback report, may comply but provide incomplete or biased feedback.

Practitioners using 360° assessment inventories should decide whether the individuals providing feedback to the employee (e.g., supervisor, subordinates, peers, customers) should be identified or remain completely anonymous during the administration and feedback reporting process. Most outside consultants and vendors offering these off-the-shelf 360° assessment inventories will provide as much anonymity as you wish in this regard. Some vendors marketing these types of instruments will generate computerized feedback reports that explicitly delineate the specific feedback sources included whereas other vendors will only identify these feedback sources as "others" maintaining their anonymity.

In summary, practitioners must weigh the advantage of identifying the feedback sources to the employee (i.e., enabling the employee to directly compare his/her perceptions of skills or behavior with those of others) against the disadvantage of potentially having "others" hesitant to be completely honest and objective in their feedback if they can be identified. In any case, practitioners should communicate clearly to all employees and feedback sources whether administration and results of the 360° assessment inventory will be treated in a completely confidential or anonymous manner.

ISSUES SURROUNDING FEEDBACK RESULTS

Two important issues around feedback exist with respect to those utilizing 360° assessment inventories:

1. To whom should the summary results be given, and

2. Should scores from the feedback sources be reported separately or pooled together reflecting an average score in the results?

If the 360° assessment inventory is used primarily for training purposes, oral or written results are typically given directly to the employee for his/her use. Employees are often encouraged to share their summary feedback with their own supervisor to facilitate developmental planning efforts. On the other hand, information from the summary feedback report is often, but not always, shared directly with the respondent's supervisor (or other members of management) when the 360° assessment inventory is utilized in interventions other than training (e.g., succession planning systems, assessment center programs). Practitioners should clearly communicate to the respondent, as well as all feedback sources, to whom oral or written feedback will be given. Care must be taken to insure either anonymity or confidentiality depending on the nature and purpose of the 360° assessment inventory used.

Another issue related to feedback with 360° assessment concerns how the results from the feedback sources should be summarized. One approach is to provide a composite "pooling" of all feedback sources on each competency area assessed, in effect creating an average or "pooled" summary. This approach has the strength of controlling for "outliers" or single individuals who might be overly critical or complimentary.

However, the salience of individual perceptions may be lost as the scores are averaged, minimizing any true divergence that exists between raters.

A second approach is to avoid any "pooling" or averaging of scores from the "others" providing feedback on the 360º assessment inventory. In this approach each individual providing feedback on the critical competencies is summarized independently of each other allowing for a direct comparison between self and "other" ratings. In this approach, raters expressing either a "halo" or "horn" bias will be clearly shown. However, without "pooling" observations, it is harder to interpret the meaning when divergence exists between raters (e.g., when divergence exists between raters).

In summary, practitioners using 360º assessment inventories must clarify both the type (oral, written) and direction (respondent only, respondent and supervisor, supervisor only) of the feedback results that are given. Practitioners should also be aware of how the feedback from others will be analyzed and summarized ("pooled" ratings or individual ratings).

ISSUES OVER THE RELIABILITY/VALIDITY OF THE 360º ASSESSMENT INVENTORIES

Whether you decide to develop your own or purchase an off-the-shelf 360º assessment inventory, they should have all the important psychometric properties of well established and accepted paper-and-pencil instruments including reliability and validity. Although there are many different types of reliability and validity, practitioners should attempt to minimally determine and establish the following:

- Reliability
  - Test re-test (consistency over time)
  - Scale (internal consistency of the scales being measured)
- Validity
  - Face (respondent's reaction and acceptance of the instrument)

- Content (job-relatedness of the questions being asked and scales that are measured)

- Criterion-related (association between the scales and diverse performance criterion)

Practitioners who choose to develop their own 360° assessment tool should utilize a small group of representative employees to determine whether the scales that compose the instrument have adequate reliability and validity. Outside vendors marketing these instruments should have information available about the development, reliability, and validity in the form of validity manuals and published research studies for you to review.

In summary, practitioners must insure that the 360° assessment inventory being utilized has adequate reliability and validity. It is important to understand that there are many different types of reliability and validity. Each tells you something different about the usefulness and strength of the instrument. Don't be misled when someone tells you the instrument has been "validated." Be sure to ask what type of validity the individual is referring to and how they arrived at this conclusion.

Assessment instruments that provide for 360° feedback can be powerful tools for a wide variety of training and organizational development interventions. Practitioners considering their use should carefully consider the seven issues related to their development, administration, scoring, and feedback presented above. When properly utilized, 360° assessment inventories allow employees the unique opportunity to compare perceptions of their own skills, abilities, and style with those of others in an objective and honest manner. When employees can openly acknowledge and accept how they are viewed by others, they are better able to make the necessary changes to improve specific behaviors and overall performance.

Section 2

Using a 360º Feedback Process for Development: Introduction to the "COACH Model"

You just got a call from the Vice President of Human Resources. She is asking you to work with a member of senior management who reportedly has been experiencing some recent performance problems. This person has been a long-tenured employee who has progressed up the managerial ladder after having spent many years in a technical specialist career track. He is from the "old school," and typically uses a "command and control" approach to leadership and employee motivation. This style is becoming somewhat out of step with the new trends in your organization which emphasize customer service, collaborative teamwork, and participative approaches to problem-solving and decision making. You have been asked to design and implement an individualized coaching process to help the individual better understand how he is being perceived, and what impact his leadership and communication style has on others. It is hoped that this process will culminate in a specific executive development plan targeting critical competencies required for success in the current organizational culture.

You wonder what to do first. You would like to respond to this request and provide assistance in a manner that will benefit the manager as well as the people reporting to him and others who may feel the effects of his management style. On the other hand, this is a real challenge, and you realize you need to consider the pitfalls, too. If you can structure and deliver an appropriate intervention, and if the manager can rise to the challenge and successfully implement the resulting plan, it could be a "win-win" for all concerned.

It is important to think carefully about how to structure a coaching intervention to maximize its chances of success. When properly designed, individualized coaching can be an effective process to help executives and managers better understand and clarify specific strengths and development areas, and then take action to address those needs. Executive or managerial coaching can be particularly challenging even for the most seasoned training and development professional. When done well, these approaches to coaching can yield dramatically positive results for both the individual and the organization.

Although traditionally used for performance improvement, frequently organizations are incorporating coaching processes in executive and management development, succession planning and career counseling programs. Whatever the context, a coaching process presents specific challenges and issues that must be addressed to ensure success. On the one hand, using a structured and systematic approach to individualized coaching gives focus and maximizes the chances that the intervention will be successful. On the other hand, it is essential that the process retain enough flexibility to address specific individual and organizational needs that may emerge as the process takes place.

This section describes a four-step method, the "COACH" process, which provides a structured approach to individualized executive and management development. It contains recommendations for issues to address before, during and after a coaching intervention. The "COACH" process consists of four specific steps. Each step is designed to provide a "roadmap" for how to address critical issues and questions at that stage in the process. The "COACH" process consists of the following steps:

1. Contract

2. Observe and Assess

3. Constructively challenge

4. Handle Resistance

To start, the coach/consultant, the individual receiving coaching, and possibly other relevant parties make a <u>contract</u> or a set of agreements so that each knows what the objectives are, who is responsible for doing what, and how success will be evaluated. Then, the consultant will <u>observe</u> and <u>assess</u> the individual to determine their strengths and areas for improvement, which later will form the basis of an action plan. Next, the consultant will <u>constructively challenge</u> the person in a way that is both supportive and compelling so that the individual can understand the issues and be prepared to address them. Finally, the consultant will need to <u>handle resistance</u> that a person is likely to exhibit whenever they are confronted with discrepant information or challenged to make important changes in their behavior.

Below each step in the coaching process is described briefly, along with guidelines that can help a coach/consultant successfully implement it.

Step 1: Contract

The key to a successful executive and managerial coaching intervention starts with the initial step of the "COACH" process--Contracting. The idea of a contract is similar to the legal term: a set of clear, workable agreements. Careful contracting will facilitate clarity in defining the coaching goals, methods and outcomes. Too many coaching interventions fail or are less than effective simply because there was poor or insufficient contracting.

As with any other consulting intervention, poor contracting up front in an executive or managerial coaching process may end up doing more harm than good. Careful contracting enables people to know what they are getting into, and it can help minimize anxiousness, resistance and anger (which to some extent are inevitable).

To begin the contracting process, the training and development consultant needs to determine who the client is (which is not always as obvious as it may seem), who the other relevant parties are, and what are the major needs and wants of each. (It is important not to neglect one's own needs and wants. After all, the consultant has some ideas as to what in their professional view are the conditions necessary for good outcomes.)

Next, it is the consultant's responsibility to make sure that people understand and agree on the major terms of the contract. When in doubt, DON'T ASSUME ANYTHING! It is better to risk annoying people by stating and restating the obvious than simply to hope people are holding the same assumptions

The consultant's job in this stage is to help people identify the relevant foreseeable issues, and make sure they are adequately discussed and agreed upon. Throughout the process, one may need to work hard to maintain the mutually agreed upon contract. Regardless of the clarity of the contract, people sometimes can remember points differently or try to change them throughout the course of the intervention.

A "fuzzy" contract--one in which people reach vague pseudo-agreements because they do not wish to face up to difficult issues--can spell trouble ahead. If, in the consultant's opinion, the contract is not workable, it is best to turn down the assignment rather than take it on and hope that things will change. Sometimes, political considerations may weigh against negotiating too forcefully, and it may be best to recommend an external consultant if the political climate makes it too difficult to proceed safely.

Any executive and managerial coaching process requires definition and clarity around the following key contracting issues summarized below. It is recommended that the training and development consultant initiating an individual coaching assignment thoroughly define and gain mutual agreement on the following contracting questions:

- Who is the client in the coaching intervention? (Is it the individual to receive coaching? their manager? Human Resources? other key executives who may have a stake in the outcome?)

- What is the project definition, the parameters, or the scope of the project?

- What are the purposes and intended outcomes of the coaching intervention? (both stated and unstated)

- What involvement, if any, will there be of other individuals in the client system (e.g., the client's manager or Human Resources)?

- Who "owns" the intervention? (Who is accountable for what activities or outcomes?)

- How will the need for the coaching intervention be communicated to the individual?

- Who will receive feedback from the coaching process?

- How will the feedback be delivered, and in what form?

- How will the coaching intervention be monitored and evaluated?

- What follow-up will be built into the process (e.g., subsequent use of a 360° feedback instrument 6 -12 months later)?
- How will the results of this coaching intervention be translated into an individualized development plan?
- How will the data, results and findings of the coaching intervention be used (e.g., integrated into the performance management succession planning system)?

Step 2: Observe and Assess

Once the majority of issues and concerns of the contracting step has been clarified, the "COACH" process emphasizes the design and implementation of a carefully planned methodology to observe the individual and assess their strengths and development areas. The training and development consultant needs to design a comprehensive approach to observe and assess the critical competencies being targeted in the coaching intervention.

In selecting an approach to observation and assessment, it is important to tailor it the specific needs of the individual and the organization. When possible, it is desirable to employ multiple assessment approaches targeted to critical skills and competencies required for organizational success.

The foundation of a successful coaching intervention begins with clarity around the specific competencies being targeted. The areas most commonly evaluated during executive and managerial interventions include:

1. Communication (e.g., listening, meeting management, high impact presentations)
2. Interpersonal (e.g., Negotiation, Conflict management)
3. Task Management (e.g., delegation, team development, performance management)
4. Problem--Solving/Decision Making (e.g., strategic and long-range planning, judgment); and

5. Self Management (e.g., stress resistance, managerial career orientation). A job profile analysis can assist the training and development consultant to define the specific competencies to be targeted.

Ideally, the job profile analysis should include a review of the departmental organizational strategic plan to identify major competencies required for future performance as well as a traditional review of competencies needed to perform successfully in the person's current job.

When selecting assessment tools and methods, it is best first to decide on the relevant competencies, and then select the tools that are most appropriate for measuring them. A wide variety of assessment instruments and tools are available to measure: 1) critical skills and knowledge; 2) personality/style; and 3) career orientation, interests and values. These can include paper-and-pencil instruments, behavioral exercises, role-plays, simulations, leaderless group exercises, or an integrated approach that combines a number of these approaches. Training and development consultants should be careful not to fall into the trap of using only those techniques with which they are familiar and comfortable.

Knowledge might be assessed appropriately using situational interviews, simulations and work sample tests specifically designed for the coaching intervention. Skills are best assessed using either multi-rater 360° feedback processes (instruments and/or interviews) or through assessment center methods such as an in-basket simulation and other work sample tests.

Feedback about personality and style (leadership, communication and interpersonal) likewise can be ascertained through the use of multi-rater 360° feedback processes. Also, a wide variety of off-the-shelf instruments can be used for gaining insight about personality and style. Diverse "style" measures are used often for teambuilding purposes.

These popular organizational "marriage counseling" tools can be quite helpful to executives and managers for becoming more aware of how others view their leadership and interpersonal style and the impact they have on direct reports, team members and customers. Also, the newer generation 5-factor personality inventories might be considered to provide a comprehensive overview of the individual and their tendencies to approach organizational and interpersonal challenges.

It also may be helpful to gather information about the career orientation, interests, and values of the individual. This can be accomplished through the use of a structured interview process and/or career assessment instruments.

Sometimes in executive and managerial coaching interventions, it becomes necessary to make a referral to outside resources (e.g., therapists, alcohol and substance recovery programs, family counselors) for help with personal or lifestyle issues that could be interfering with job performance. A computerized health risk appraisal and complete medical checkup may also be desirable or necessary.

Careful consideration of the methods and approaches used to observe and assess the individual during a coaching process is essential to the success of an intervention. The following issues and questions should be addressed when selecting assessment methods:

- What critical dimensions/competencies will be targeted?
- What specific assessment methods/instruments will be used to measure these key competencies?
- Who will provide data on the relevant competencies being measured (e.g., peers, direct reports, customers, the person's manager, etc.)?
- How can one set a context so that data can be collected in a manner that will yield the most accurate results?
- Who will provide the feedback, and how will it be delivered?
- To what extent will confidentiality be maintained throughout the feedback process, and how can this be ensured?
- How will the results be assembled and summarized to provide maximum clarity about the person's strengths and development areas?

Step 3: Constructively Challenge

The third step in the "COACH" process involves constructively challenging the person with the information collected in the observation and assessment phase of the intervention. The data need to be summarized and delivered to the person in way that helps them understand and accept it without becoming overly or unnecessarily defensive. Otherwise, the best contracting efforts and measurement methods may be of little value in assisting the person to improve targeted performance behaviors.

In this feedback step, the consultant must provide the information in a succinct and behaviorally oriented manner using both oral and written feedback. If separate computerized feedback reports are given, it is advisable to prepare a final summary assessment report to focus developmental efforts. The consultant needs to maintain confidentiality and provide non-evaluative observations and comments about specific competencies being targeted in the coaching process. It is important to be careful not to label or make predictions about future success or failure based upon the assessment results.

One important issue to consider is whether the person has a realistic impression of their strengths and development areas. It is very common to discover that many executives and managers typically have unrealistic views of their skill level (e.g., "over-estimators" or "under-estimators").

Over-estimators typically rate themselves higher than others rate them, and often become defensive when receiving feedback. The training and development consultant must actively listen, focus feedback on specific behavior and avoid describing personality or attitude traits. The art is to share information in a way that provides specific examples, yet does not compromise confidentiality. That way, the person can get a good handle on what specifically they are doing that produces negative reactions in others.

For those who underestimate their strengths, it is important to expect that they may be lacking in self-esteem or confidence. The training and development consultant should provide as many examples and critical incidents of successful interactions, high performance outcomes and project successes to enable the person to modify their self-image in a more accurate, positive direction. Often, "under-estimators" are more fearful of failure than they are of success on the job. As a result, they may tend to be a perfectionist and self-critical, and thus have a deflated view of their skills.

The following issues and questions should be addressed during this step of the coaching process:

- How will the feedback/data best be presented to facilitate acceptance and understanding?
- How does one balance confrontation and support?
- If feedback is to be shared with the person's manager or others, how can one do it in a manner that allows the individual to retain dignity and an appropriate degree of control?
- What is the best balance of quantitative and qualitative data to be presented?
- What special considerations should be given to delivering feedback to people whose self-evaluation is either in agreement with or discrepant from feedback from others?
- How can feedback be given most constructively to an "over-estimator?"
- How can feedback be given most constructively to an "under-estimator?"
- How should the feedback be paced so the person can assimilate the array of issues, yet be able to focus on a few that are of greatest importance?

Step 4: Handle Resistance

In almost all executive and managerial coaching processes, some amount of resistance to the process or to specific feedback will be expressed. The training and development consultant should be prepared to experience and effectively handle the person's anger, frustration, and direct or indirect challenges.

People who lack self-insight about their areas for improvement (e.g., over-estimators) typically display the most resistance and denial. The way one identifies and handles resistance is critical for the coaching process to be effective. The training and development consultant must work hard to understand the person's feelings, especially their fears and anxieties which they may not feel comfortable acknowledging. This requires a high degree of support, active listening and probing to uncover the source of the resistance to the process or to specific feedback from others. It is important to recognize that when people are resistant, they are unlikely to accept the feedback as valid--let alone become committed to making behavioral changes.

For many consultants, handling resistance can be especially challenging. It is natural to feel that after one's hard work in the earlier stages, people should appreciate your efforts and willingly go along with your recommendations and do their part. Because of this, consultants sometimes may miss subtle signs of resistance. With experience, however, it is possible to develop a thick skin and learn not to take resistance personally. If the consultant truly is comfortable with someone expressing their resistance, it becomes easier to help them identify and deal with their feelings. This paves the way for the person to do the hard work of addressing behavioral change.

The following issues and questions should be addressed during this last step of the coaching process:

- How can resistance be spotted--whether overt or subtle.
- How will defensiveness, denial or anger be handled effectively?
- How will anxiety and/or low self-esteem be handled effectively?
- How will the coaching process be translated into a specific action plan that truly addresses the person's issues (rather than going through the motions so the person can appear to comply)?
- How will progress against the individual development plan be monitored and evaluated?
- What process will be used to follow-up with the person?

- What type of resistance is the consultant most vulnerable to, and how can one avoid getting "hooked?"

- How can the consultant distinguish between resistance that is "just" resistance versus valid criticism of the process or the feedback?

Executive and managerial coaching assignments can be among the most challenging and high impact interventions. They truly can make a difference to the individual receiving coaching, to those who work with them, and ultimately to effectiveness of the unit or the organization. The "COACH" process of contracting, observing & assessing, constructively challenging and handling resistance can be used to walk through the key steps required to avoid typical problems encountered in most coaching interventions.

To become proficient in the coaching process, it is helpful to follow carefully each of the steps in the "COACH" process and pay attention to the issues raised throughout. But this may not be enough. It also is important to seek and be receptive to feedback about one's own role as a coach. After all, the essence of coaching is helping others deal with feedback. And, who are we to preach that feedback applies only to others and not ourselves?

Section 3

Development of the Transformational Leadership 360

The initial version of the **Transformational Leadership 360** was first designed and developed in early 2000 by Peter Ward (Transformational Leadership Questionnaire; Consultingtools UK) and conceptually based on research on leadership differences by Burns (1978) and Bass (1985). The items and response scale were revised and updated in 2011 by Dr. Kenneth Nowack (Envisia Learning, Inc.).

A total of 7 competencies and 49 questions compose the final version of **Transformational Leadership 360**.

Leniency effects (negative skewness/low variability) in scale ratings are common in 360-degreefeedback (Nowack 2009). Recent research suggests that the use of positively worded scales can result in lower mean scores and increase variability relative to typical anchored scales. A positive worded scale is comprised of anchors with a larger number of positive verbal qualifiers and was used with **Transformational Leadership 360**:

1 = Almost Never
2 = Infrequently
3 = Sometimes
4 = Frequently
5 = Almost Always

Current validation and research is under way with **Transformational Leadership 360** and will be reported in subsequent versions of this facilitation manual. Preliminary analyses of a small sample suggest adequate psychometric properties for use in coaching, training and development programs.

Competencies

Transformational: Skills which encourage, stimulate and engage individuals to perform outstanding results.

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

Intellectual stimulation
Encourages others to work to the best of their potential; Provides work assignments that are stretching but achievable.

Treating People as individuals
Builds cooperative working relationships with others; Modifies style to work with others; Listens and seeks to under the viewpoints of others.

Career skill development
Coaches and develops individual talent and builds a high performance team.

Transactional: Skills which enables the organization to function and utilize all resources efficiently.

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.

History of Transformational Leadership

The history of Transformational Leadership was initially geared towards the personality traits that leaders hold. These traits were then translated into ones that could be taught. Many theorists claimed that leadership is a function of factors such as traits, situation, and behavior, and these could not be isolated in one factor. Transformational Leadership introduced the concept of leaders who aim to bring about a change in the followers so they can take up leadership positions. A transformational leader is not just concerned with completing tasks with the help of its team members, but with helping the team members grow, so that they work with each other and complete the task.

Burns introduced the concept of transformational leadership in 1978. Although he first introduced the transformational theory in the political context, it was applied to the organizational context. According to Burns, a transformational leader changes the lives of people and organizations by changing perceptions, values, and aspirations of the employees, all the time working for the greater good of the organization. This type of leader gives people a higher purpose to work for beyond their own work agenda.

Transformational leadership theory assumes that a leader who is perceived as behaving in a transformational manner inspires subordinates to high levels of effort and dedication. The dimensions of transformational leadership are idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Bass & Avolio, 1993).

Transformational Leadership Model Bernard & Bass (1985)

The TLQ was developed from the research on leadership differences by Burns (1978) and Bass (1985). It is the ideal tool for evaluating and developing transformational leaders in your organization.

Based on ideas originally proposed by Burns (1978), Bass (1985) distinguished between transactional leadership (TA) and transformational leadership (TF). In transactional leadership, leader-follower relationships are based on a series of exchanges or bargains between leaders and followers. These leaders can be effective to the extent that they clarify expectations and goals, but they generally neglect to focus on developing the long-term potential of followers.

Bass (1985) identified two factors as composing transactional leadership. Leaders can transact with followers by rewarding effort contractually, telling them what to do to gain rewards, punishing undesired action, and giving extra feedback and promotions for good work. Such transactions are referred to as contingent reward (CR) leadership. Leaders can also transact with followers by intervening only when followers deviate from expectations, giving negative feedback for failure to meet standards. These transactions are referred to as management-by exception.

Based on the timing of the leader's interventions a distinction is often made between active and passive management-by-exception (Bass & Avolio, 1990; Hater & Bass, 1988). In passive management-by-exception (PM) leaders intervene only after standards are not met. In the more active form of management-by-exception (AM) leaders try to anticipate mistakes or problems.

Transformational leaders move beyond these simple exchange processes. They set challenging expectations and enable others to achieve higher levels of performance. Bass (1985) depicted transformational leadership as comprising four distinct factors: charisma, inspiration, individual consideration and intellectual stimulation. The first dimension, charismatic leadership (C) is shown by leaders who act as role models, create a sense of identification with a shared vision, and instill pride and faith in followers by overcoming obstacles.

This dimension is also known as idealized influence. Inspiration (I) is defined as inspiring and empowering followers to enthusiastically accept and pursue challenging goals and a mission. Individual consideration (IC) consists of behaviors such as communicating personal respect to followers by giving them specialized attention, by treating each one individually, and by recognizing each one's unique needs. Finally, leaders who consider old problems in new ways, articulate these new ideas, and encourage followers to rethink their conventional practice and ideas are said to be intellectually stimulating (IS).

Besides these transactional and transformational leadership constructs, the multifactor leadership questionnaire (MLQ) developed by Bass and Avolio (1993) also measures a non-leadership dimension. This non-leadership is known as laissez-faire (LF) leadership and reflects the absence of leadership and avoidance of intervention. There is no attempt to make agreements with followers, to motivate them, to set standards or to give feedback.

The **Transformational Leadership 360** was rationally derived based on the theoretical model of transformational and transactional leadership. It measures these two aspects using a 49 behaviorally based items along with 2 open-ended questions, across seven key competencies:

Transformational: Skills which encourage, stimulate and engage individuals to perform outstanding results.

- Painting a vision
- Intellectual stimulation
- Treating people as individuals
- Career skill development

Transactional: Skills which enable the organization to function and utilize all resources efficiently.

- Goal setting
- Performance monitoring and control
- Providing feedback

Current Research with Transformational Leadership

Transformational leadership has gained academic attention over the last 20 years as a new paradigm for understanding leadership. The notion of transformational leadership was developed under the tutelage of Bernard Bass (1997). Transformational leaders define the need for change, develop a vision for the future, and mobilize follower commitment to achieve results beyond what would normally be expected.

In well over 100 empirical studies, transformational leadership has been found to be consistently related to organizational and leadership effectiveness (Bryman, 1992; Lowe, Kroeck, & Sivasubramaniam, 1996). These results hold in a wide range of samples and contexts from Fortune 100 business organizations, to military units, to government and non-profit industries.

The transformational leadership model has been strongly supported linked to both effectiveness and job performance (Judge & Picolo, 2004; Lowe, Kroeck, & Sivasubramaniam, 1996). Recent research suggests that Transformational Leadership affects individual and team performance through advice networks (Zhang & Peterson, 2011). Other studies have found that Transformational Leadership has a significant effect on positive emotion of talent leading to enhanced engagement and job satisfaction (Lee, Kim, Son, & Lee, 2011).

In addition, many cross-cultural studies have demonstrated the validity of transformational leadership (Judge & Picolo, 2004). Boehnke, Bontis, DiStefano, and DiStefano (2003) found commonalities and differences in a study of executives from America, Northern Europe, Southern Europe, Latin America, the Far East, and the Commonwealth. They found that key transformational leadership behaviors are universal; however, the applications of these behaviors appear to be tailored to national differences. For example, Americans reported more team building behaviors than their Far East colleagues and more stimulating behaviors than southern Europeans.

In a recent meta-analytic review of 25 years of research, transformational leadership was found to be positively and significantly associated with individual-level follower performance across diverse criterion types (Want, Oh, Courtright & Colbert, 2011). Additionally, transformational leadership was significantly associated with performance at the team and organizational level and a demonstrated a greater effect than transactional leadership approaches.

Interestingly, the concepts underlying "transformational leadership" would appear to overlap with measures of emotional and social competence. High scores on the Transformational Leadership View 360 (TL360) from Envisia Learning have been found to be significantly predict and highly correlated with both transformational and transactional scales of the MLQ (Bass & Avolio, 1993) and the Transformational Leadership Behavior inventory (Podsakoff, MacKenzie, Moorman, & Fetter, 1990) in several recent unpublished studies (Pedro, 2006; Flores 2007; & Rocha et al., 2007).

Recent studies have questioned the measurement equivalence of transformational leadership across culture and gender particularly using the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 1993). For example, Leong & Fischer (2011) used meta-analytic approaches to analyze published articles between 1985 and 2006 using the Multifactor Leadership Questionnaire, based on 40 articles and 54 independent samples from 18 nations. These researchers found significant variability between countries in reported transformational leadership using this specific assessment.

Further research with competency based transformational leadership measures like our **Transformational Leadership 360** is required to determine its cultural generalizability and overlap with measures of emotional and social competence.

Section 5

Interpreting the Transformational Leadership 360 Summary Feedback Report

The **Transformational Leadership 360 (TLV360)** feedback report is divided into several sections. Each section will be briefly discussed to assist with the interpretation of the summary feedback report.

- Transformational Leadership 360 Cover page
- Introduction/Rater Summary page
- Self/Other Awareness View Summary (Optional Section)
- Transformational Leadership 360 Competencies
- Transformational Leadership 360 Graphs
- Most Frequent/Least Frequent Behaviors
- Overall Item Summary/Rater Agreement Index
- Open-Ended Questions: Strengths/Development Areas
- Transformational Leadership 360 Developmental Action Plan Worksheet

Transformational Leadership 360 Cover Page

The **Transformational Leadership 360** is intended for organizational coaching, leadership development and employee training purposes, rather than, personnel selection decisions. The cover page of the TLV360 summary feedback report provides an important paragraph that qualifies the use of this instrument:

"The Transformational Leadership 360 report is designed to provide a focus about managerial competency strengths and potential development areas. It should not be used as a source of information concerning personnel actions including promotion, salary, review or termination."

The **Transformational Leadership 360** cover will also provide the name of the client, company name, date of administration and the customized logo of the consultant using this instrument.

Introduction/Rater Summary Information

The **Transformational Leadership 360** introduction section provides an overview of the instrument and summarizes the type and number of raters in a table. It is important to keep in mind that the administration system used to generate the feedback report can be completely customized to allow for any rater labels that are requested by consultants or his/her clients. These customized rater labels will appear in this section along with the number of raters who have successfully completed the online questionnaires.

This section also provides a very brief outline of the sections of the **Transformational Leadership 360** feedback report as well as information about the conceptual model that this instrument is based upon. It reminds the participant that the TLV360 instrument utilizes a frequency rating scale of observed behaviors (1 to 5 scale, where 1=Almost Never and 5=Almost Always).

Transformational Leadership 360 Competencies

The **Transformational Leadership 360** performance factor areas are defined and categorized in this section including:

1. Sales Performance Leadership

2. Interpersonal Leadership

3. Intrapersonal Leadership

Self/Other Awareness View Summary

A key feature of **Transformational Leadership 360** is the self-awareness and social awareness view summary section. This section provides feedback, in the form of graphs, about the level of self and social awareness by comparing average self report ratings to those of others across the 15 TLV360 competencies.

Self/Other awareness in the TLV360 can be categorized in four distinct ways:

1. Potential Strengths (Low Self-ratings and High Other ratings)
2. Confirmed Strengths (High Self-ratings and High Other ratings)
3. Potential Development Areas (High Self-ratings and Low Other ratings)
4. Confirmed Development Areas (Low Self-Ratings and Low Other ratings)

Respondents are asked to examine which specific Transformational Leadership competencies fall into each of these four categories. Respondents are encouraged to leverage those categorized as Confirmed/Potential Strengths and possibly consider ways to enhance skills and effectiveness in those categorized as Confirmed/Potential Development Areas.

A series of graphs (see example in the Appendix) are provided to summarize this self-awareness/social awareness perspective based on the type of rater categories used during the administration of the instrument. Typically, the respondent will be provided the following types of comparisons:

- Self-Manager Comparisons
- Self-Peer Comparisons
- Self-Direct Report Comparisons
- Self-Others Comparisons

Each comparison will provide a summary of self ratings and "other" ratings on the right column of the graphs categorized along these four strengths and development area quadrants. Take a look at the sample report shown in the Appendix section to review which competencies fall into each of these four quadrants.

The quadrant called *Potential Development Areas* might be described as "blind spots" for the respondent and worth further exploration. The respondent appears to be an "over estimator" in these eight critical TLV360 competencies. Current research suggests that this quadrant might be most closely associated with areas of potential "derailment" or failure due to poor self-awareness or self-insight. It is hypothesized that respondents with poor Transformational Leadership, measured by inaccurate self-ratings, might be most vulnerable to failure. It is important to identify both the number and type of competencies identified in this quadrant since they reflect strong overestimations of skill and ability on the part of the respondent.

In sample report provided in the Appendix, it is also possible to identify several competencies labeled as *Confirmed Strengths* in the upper left hand corner quadrant for all rater groups. These competencies are ones both rated high by the respondent and his/her manager and ones that should be leveraged further as recognized assets. Respondents with a large number of competencies falling in this quadrant might be seen as possessing accurate self insight and self awareness (high Transformational Leadership). It is also important to note the type of competencies that fall into this quadrant—if there is a preponderance of competencies in the *Relationship Management* area (e.g., Sensitivity, Collaboration, Conflict Management) it might suggest further exploration of specific social and interpersonally focused behaviors that might potentially hinder success on the job.

Self-Other Graphs

A series of line or bar graphs will compare self and other perceptions on each of the twenty competencies measured in **Transformational Leadership 360**. These graphs may utilize either average scores or normative scores (t-scores or z-scores) depending on what has been selected by the coach, consultant or organization using the instrument. A minimum number of raters (typically 2 or more) will be required before data will be graphically shown (referred to as “AP” for anonymity protection.

Interpreting Self-Ratings

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

First, how do the person's self-perceptions compare to the self-ratings of other people in the **Transformational Leadership 360** normative database (or relative to the other raters)? You will find that some people rate themselves as consistently practicing specific **Transformational Leadership 360** skills more frequently than others in our database.

Keep in mind that when people rate themselves, they do not know whether they are rating themselves higher or lower than anyone else. They merely assign themselves a frequency rating on a seven-point scale. However, when the person's ratings are plotted on a **Transformational Leadership 360** graphs it shows directly how the person's ratings compare to those of others.

Generally, it is more important to know whether a person's self-rating is higher or low compared to the average self-rating than it is to know that a person's score is 5.6 on a seven-point scale. Although such a score is on the high side of the seven-point scale, it could be lower than the average self-rating. If that is the case, it is misleading to conclude that the person sees himself or herself as particularly effective on that **Transformational Leadership 360** scale.

INTERPRETING OTHER-RATINGS

Your examination of self-ratings will give you insights into how a person views his or her performance on each of the **Transformational Leadership 360** competencies. Now the question becomes, "How is this person viewed by others?" At this point, you are ready to look at the person's other ratings profile.

Keep in mind that when we refer to "other" ratings, the ratings may in fact be those of peers, customers or one's own manager. We use the term, "other ratings," generically to refer to ratings of a person's effectiveness by other people. In interpreting the **Transformational Leadership 360** profiles you need to know the whether or not those others are subordinates, direct reports, superiors or a mix of these people.

Comparison of self and other ratings typically reveals three distinct patterns. The first pattern is characterized as individuals who typically rate himself/herself higher than those of others. These individuals are commonly referred to as "over estimators." The second pattern is characterized by those who rate himself or herself as consistently practicing specific **Transformational Leadership 360** skills less frequently than others. These individuals are commonly referred to as "under estimators." Finally, the third pattern is characterized as those who perceive themselves generally the same way as those of others. These individuals are commonly referred to as "accurate estimators" (either positive or negative).

Both "Over Estimators" and "Under Estimators" provide different potential issues and challenges in accepting feedback and modifying supervisory and management behavior in the future. Current research suggests that most employees have inflated views of their strengths and will tend to rate themselves higher than others. This initial profile provides some information about the level of self-confidence or self-esteem of the individual. Whether accurate or not, most "over estimators" tend to have a relatively high self-concept and self-esteem.

Most Frequent/Least Frequently Observed Behaviors

This section provides a summary of the most frequent and least frequent behaviors observed by each rater group providing feedback. This section summarizes these behaviors in table format showing a ranking of the 10 most and least frequently observed behaviors.

A summary of the behavior and performance factor along with the average score and frequency of responses for each rater group is presented (the number in the box indicates the participant's own self-rating on the behavior). This section is particularly helpful to identify specific behaviors to focus on for leveraging strengths and targeting developmental efforts targeting each of the different rater perspectives providing feedback (e.g., one's own manager, direct reports, all others). Behaviors that tend to cluster in one competency or performance factor area may suggest a noteworthy trend to consider for developmental purposes. In general, the average scores are not important to evaluate in much detail—they are provided to indicate how the top 10 and bottom 10 behaviors were derived.

Overall Item Summary

This section provides a table summarizing of each **Transformational Leadership 360** competency and item score (average) by each rater group as well as an overall average of all raters (excluding self ratings). Each **Transformational Leadership 360** item is grouped under its appropriate competency to assist in the interpretation of the results.

A feature of this section is an index of *Rater Agreement* shown in parentheses after the average scores for each rater group. This index of *Rater Agreement* ranges from 0 to 1.0 and is based on a statistical measure of dispersion or "spread" by raters called standard deviation (this index is derived at by subtracting 1 from the calculated standard deviation). An agreement index score of 0.0 suggests little or no rater agreement among those answering a specific question (i.e., the raters provided responses that had the greatest "spread" or difference from each other in their respective ratings such as some rating the item a "1" and others rating the item a "5"). An agreement score of 1.0 suggests uniform and consistent ratings by all raters providing feedback.

Agreement index scores **less than .50** might suggest greater diversity, inconsistency and "spread" among the raters. It is not uncommon to misinterpret "average" scores represented on graphic comparisons as being accurate. However, when the *Rater Agreement Index* is less than .50, it might suggest caution in interpreting these average scores (e.g., in reality, some raters might have a very positive bias in responding to the questions whereas other raters might have a very negative bias in responding to the same questions creating a "polarized" view of the respondent).

The *Rater Agreement Index* can be calculated at both the item (question) and competency level. At the item (question) level, it indicates the amount of rater agreement in answering each **Transformational Leadership 360** question. At the competency level, this index provides a clarification of how consistent raters were *across* all the items composing that performance factor (analogous to internal consistency reliability calculations at a scale level).

One question that is often asked is how a single rater can have a *Rater Agreement Index* score less than 1.0 at the competency level (agreement scores for a single rater will always be 1.0 at the item or question level). Again, this score indicates how consistent the individual rater was in answering the cluster of questions composing a particular **Transformational Leadership 360** competency. It might not have much practical meaning but low scores should at least be explored in more detail about possible interpretations of a single rater providing very inconsistent answers across a competency category (e.g., rating one behavior in the *Adaptability/Stress Tolerance* a "1" and another behavior a "5").

Open Ended Question Summary

This section provides a summary of rater comments to two open-ended questions that are asked as part of the **Transformational Leadership 360** online questionnaire: 1) Strengths and 2) Developmental Areas. Written comments are reported back in the summary feedback report presented to the participant exactly as they are typed online, without any editing or changes. The written feedback comments are also presented separately by each rater category (e.g., manager, customers, team members, etc.).

It is important to keep in mind that written comments can elicit fairly strong emotional reactions on the part of respondents receiving his/her summary feedback report. Some written comments from raters might be quite evaluative, non-specific and presented in a negative manner. As a coach or trainer, it is important to emphasize "themes" surrounding these comments, rather than, focusing on a single comment that might represent a single individual's experience, perception or reaction. However, the written comments section may be very valuable to qualify and assist in the interpretation of the numerical data presented in previous sections of the **Transformational Leadership 360** summary feedback report.

Developmental Action Plan

This section provides a structured set of worksheets for summarizing strengths and developmental opportunities that come out of the **Transformational Leadership 360** feedback report. This is an important section for participant's to complete to synthesize the data provided in the summary report and enhance commitment to a specific professional development plan.

Research suggests that successful behavior change is enhanced when specific behavioral goals are defined and evaluated (Nowack, 2009; Mashihi and Nowack 2011). The developmental action plan worksheets provided in the **Transformational Leadership 360** feedback report are designed to assist in the development of SMART (specific, measurable, action oriented, realistic and time bounded) goals.

Coaches and trainers using the **Transformational Leadership 360** should encourage the completion of these developmental action plan worksheets and discuss barriers and concerns about successfully implementing a specific developmental plan to enhance individual effectiveness. A key component of the action plan worksheets is a focus on feelings and emotions that the individual might have in response to the feedback received from multiple perspectives (e.g., from one's own manager, team members, direct reports, etc.).

Coaches and trainers should emphasize that the individual should use his/her feedback as perceptual data to be considered, weighed and evaluated as part of a commitment to a targeted professional development program. Additional feedback might be sought to clarify and enhance understanding of how one's behavior is experienced and perceived by others based on the results of the **Transformational Leadership 360** feedback report. Coaches and trainers should also suggest that individuals consider re-administration of the **Transformational Leadership 360** instrument in 10 to 12 months as a means of monitoring, tracking and evaluating behavior change efforts.

Section 5

Suggestions on Giving Feedback with the Transformational Leadership 360 Feedback Report

"Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance, or a stranger."

Franklin B. Jones

The **Transformational Leadership 360** feedback report is rich in data and information. It is important to approach the feedback meeting with your clients (individual or workshop) in a supportive manner that will maximize integration of the information contained in the report to facilitate development planning.

This guide provides information and details about the different sections of the report. It is recommended that the following approach be used in providing feedback with clients using this instrument. It is always important to utilize active listening and probing skills during the feedback session with your client and be prepared for some expected defensiveness on the part of your client.

It is important to keep in mind the **Transformational Leadership 360** feedback results can be powerful data to facilitate behavioral change efforts aimed at improving self management, relationship management and communication skills. Remember that all behavior change requires the following three elements in order to be effectively sustained based on the individual change model posited by Mashihi and Nowack (2011).

- **Enlighten**--The individual must know <u>what</u> to change in order to initiate a behavioral change effort in the first place. The **Transformational Leadership 360** results provide targeted information to assist the individual to better understand his/her strengths viewed by others and to compare self-perceptions to those of others.

- **Encourage--**The individual must want to change and feel confident that he/she can be successful in both initiating and maintaining changes in his/her behavior. Individuals who lack motivational "readiness" will be least likely to initiate behavioral changes and sustain them for any reasonable length of time.

- **Enable--**The individual must possess the ability to change his/her behavior. Each individual has a unique set of abilities that can be improved with motivation and practice. However, the capability to be adaptable or improve a skill/ability may be highly individualized. Some individuals can develop "mastery" of complex and difficult skills/abilities. Others can merely improve his/her proficiency within a "band of competence."

The first step in the feedback process is thoroughly understanding the **Transformational Leadership 360** report and interpreting the results. Interpretation is definitely something you should not do "on-the-fly." You should be prepared to offer suggestions about actions the person might take developmentally in response to the feedback.

Most importantly, you should keep in mind that the feedback process is much more than an intellectual process. The emotional responses that are likely to emerge during the feedback (e.g., defensiveness, anger, denial) can act to either enhance or suppress self-insight and learning. So, before giving feedback, make every effort to anticipate how the person is likely to react emotionally to the information that he or she is about to receive. Your role is to help your client work through any potential negative emotional reactions from interfering with positive self-insight and motivation to improve in specific areas.

BREAKING THE ICE

The feedback process can evoke some tension and strong emotion in the person receiving his/her **Transformational Leadership 360** summary feedback report. The more you can ease your client's potential anxiety, the better the flow of the feedback process.

A good technique for easing tension, establishing rapport and breaking the ice is to spend some time talking about the person's background (e.g., work history). Even if you already know the person well, this is a very useful "getting started" activity. It frequently reveals information that you may not have known, shedding additional light on the **Transformational Leadership 360** results. Later in the feedback session, it may give you something concrete to refer to in an effort to link the **Transformational Leadership 360** results to actual work behavior and situations.

Most important, it requires active involvement and participation from the person receiving feedback. As anxiety and tensions ease, you can now begin active listening, establishing your role as a facilitator rather than the "talker" and "teller." Remember, you are hoping to help your client understand the results and use this data to improve critical interpersonal, social and self management competencies—one of which is to identify and control emotions and constructive behaviors that come from strong emotions.

SUGGESTED TRANSFORMATIONAL LEADERSHIP 360 FEEDBACK PROCESS

The following steps are suggested as a way to conduct an individual feedback meeting with your client using the results from the **Transformational Leadership 360** summary report:

1. Clarify the feedback meeting goals and provide an overview of the meeting (confidentiality, use of the data, who will receive the report, implementation of a developmental action plan, role of the client's manager in the feedback process, etc.). Answer any questions that the client has about these goals to minimize any anxiety and apprehension about reviewing the report.

2. Review the **Transformational Leadership 360** (**TLV360**) competency model and brief description of how the report is structured. Review the **TLV360** competencies.

3. Review the developmental action plan worksheet pages to set up an expectation that the result of the summary feedback report is to leverage the application of strengths and facilitate further development in specific competency areas.

4. Review the open-ended question section. This sets a tone of understanding written comments that might clarify the graphical and numerical data that is provided in the report.

5. Review the Self Awareness/Social Awareness section. Clarify the meaning of competencies falling into each of the four quadrants with respect to leveraging strengths and exploring potential development opportunities.

6. Review the Self-Management/Social Management section. Clarify the interpretation of the graphs (anonymity protection "AP", range of scores, average scores and number of raters if relevant) and discuss relevant trends.

7. Review the Most Frequent/Least Frequent section. Synthesize the similarities and differences by each rater group and discuss how these specific behaviors can be leveraged (most frequent--strengths) and increased or improved (least frequent—development areas).

8. Review and discuss the summary items/averages section. Clarify the meaning of the Index of Rater Agreement statistic. Look for trends between and within each rater group on the **TLV360** items. Emphasize that this section provides a summary of the items grouped by each competency category to aid in the interpretation of the feedback report.

9. Discuss next steps (e.g., thanking raters for their participation, sharing some learnings with his/her manager and other raters, completing the development plan, scheduling another re-assessment in 10 to 12 months, etc.). Answer any specific questions the client might have and determine the client's readiness to change. Schedule a follow up meeting to discuss the completion and implementation of the professional development action plan.

10. Introduce the use of our online goal setting and reminder system called **Talent Accelerator** and goal evaluation system called **Progress Pulse** to translate awareness from the **TLV360** into deliberate practice and enhanced leadership effectiveness.

TRANSFORMATIONAL LEADERSHIP 360 GROUP REPORT

The **Transformational Leadership 360** also generates a group or composite report that summarizes sales team strengths and development areas across the critical competencies being measured.

The composite report will look identical to the individual report (no written comments are included) and contain the same graphs, numerical information and data. This report can be useful for intact teams, departments and organizations as a way to identify group strengths and potential development areas.

Suggestions on Giving Feedback with the Transformational Leadership 360 Group Report

The **Transformational Leadership 360** group report contains a wealth of information that can be used to assist teams, departments and organizations understand strengths and target additional developmental interventions.

Coaches and consultants might want to be selective in which sections of the composite report are shared and used in a group feedback meeting or team building intervention. The results from the group report can be used within team building designs as data that can stimulate discussion and further analysis to improve team or organizational functioning.

Of particular interest for team building is the Most Frequent and Least Frequent tables summarized by rater groups. This section provides specific behaviors that are observed and experienced by team members as characterizing group strengths and development areas. Coaches and consultants might use this data to stimulate discussion about further interventions (e.g., targeted training, selection systems, reward systems) aimed at enhancing team functioning.

Appendix A
References

Barrick, M.R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44, 1-26.

Bass, B.M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press.

Bass, B.M., & Avolio, B.J. (1990). *The implications of transformational & transactional leadership for individual, team, and organizational development*. In W.W. Richard & A.P. William (Eds.), Research in organizational change and development, Vol.4 (231-272). Greenwich, Connecticut: JAI Press, Inc.

Bass, B.M., & Avolio, B.J. (1993). *Transformational leadership: A response to critiques*. In M.M. Chemers & R. Ayman (Eds.), Leadership theory and research: Perspectives and direction (pp.49–88). San Diego, CA: Academic Press.

Boehnke, K., Bontis, N., DiStefano, J.J., DiStefano, A.C. (2003). Transformational leadership: An examination of cross-national differences and similarities. *Leadership and Organization Development Journal 24*, 5-15.

Burns, J. M. (1978). Leadership. New York: Harper & Row.

Campbell, D. P. (1991, August). *Assessing leadership characteristics using a multi-rater self versus observer survey*. Paper presented at the American Psychological Association annual meeting, San Francisco.

Flores, M. (2007). *Transformational Leadership and Transformational Leadership in Female Managers*. Unpublished Thesis, University of Arkansas, Little Rock.

Gardner, H. (1999). *Intelligence reframed.* New York: Basic Books.

Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences.* New York: Basic Books. Basic Books Paperback, 1985. Tenth Anniversary Edition with new introduction, New York: Basic Books, 1993.

Goleman, D. (1998a). *Working with Transformational Leadership*. New York: Bantam Books.

Goleman, D. (1998b). *What makes a leader*? Harvard Business Review, November-December.

Harris, M. & Schaubroeck, J. (1988). A meta-analysis of self-supervisor, self-peer, and peer-supervisor ratings. *Personnel Psychology, 41*, 43-62.

Hater, John J. & Bass, Bernard M. (1988). Superiors' evaluations and subordinates' perceptions of transformational and transactional leadership. *Journal of Applied Psychology, 75*, 695- 702.

Judge, T. A., & Piccolo, R. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*, 755-768.

Lowe, K.B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *Leadership Quarterly, 7*, 385-425.

Mabe, P.A. & West, S. G. (1982). Validity of self-evaluation of ability: A review and meta-analysis. *Journal of Applied Psychology, 67*, 280-296.

Mashihi, S. & Nowack, K. (2011) *Clueless: Coaching People Who Just Don't Get It*. Envisia Learning, Santa Monica, CA.

Mayer, J.D., Salovey, P., and Caruso, D. (2000). *Competing models of Transformational Leadership*. In R.J. Sternberg (Ed.), Handbook of human intelligence, second edition (pp. 396-420*)*. New York: Cambridge University Press, (2000)

Murphy, K., Cronin, B., & Tam, A. (2003). Controversy and consensus regarding the use of cognitive ability testing in organizations. *Journal of Applied Psychology, 88*, 660-671

McCall, M. W. & Lombardo, M. M. (1983). *Off the track: How and why successful executives get derailed*. (Technical Report No. 21). Greensboro, NC: Center for Creative Leadership.

Nowack, K. & Mashihi, S. (2012). Evidence Based Answers to 15 Questions about Leveraging 360-Degree Feedback. *Consulting Psychology Journal: Practice and Research, 64*, 3, 157–182 (APA Consulting Psychology Division--Elliott Jaques Best Paper Award for 2012).

Nowack, K. & Mashihi, S. (2012). Evidence Based Answers to 15 Questions about Leveraging 360-Degree Feedback. Consulting Psychology Journal: Practice and Research, Vol. 64, No. 3, 157–182.

Nowack, K. (2009). Leveraging Multirater Feedback to Facilitate Successful Behavioral Change. *Consulting Psychology Journal: Practice and Research, 61*, 280-297.

Nowack, K. (2005). *Longitudinal Evaluation of a 360 Feedback Program: Implications for Best Practices*. Paper presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, March 2005.

Nowack, K. (June 2002). Does 360 degree feedback negatively effect company performance: Feedback varies with your point of view. *HR Magazine, 47*, June 2002

Nowack, K. & Heller, B. (2001). *Making Executive Coaching Work*. Training Magazine (www.trainmag.com)

Nowack, K., Hartley, J. & Bradley, W. (1999). Evaluating results of your 360-degree feedback intervention. *Training and Development, 53*, 48-53

Nowack, K. (1999). *360-Degree feedback*. In DG Langdon, KS Whiteside, & MM McKenna (Eds.), Intervention: 50 Performance Technology Tools, San Francisco, Jossey-Bass, Inc., pp.34-46

Nowack, K.M. (1997). Self-ratings as a predictor of assessment center performance. *Journal of Social Behavior and Personality, 12*, 145-166

Nowack, K. (1997). *Manager View 360*. In Fleenor, J. & Leslie, J. (Eds.). Feedback to managers: A review and comparison of sixteen multi-rater feedback instruments (3rd edition). Center for Creative Leadership, Greensboro, NC.

Nowack, K. and Wimer, S. (1997). Coaching for human performance. *Training and Development. 51*, 28-32

Nowack, K. (1994). The secrets of succession: Focusing on development in succession planning systems. *Training & Development Journal, 48,* 49-54

Nowack, K. (1992). Self-assessment and rater-assessment as a dimension of management development. *Human Resources Development Quarterly, 3*, 141-155

Nowack, K. (1993). 360-Degree feedback: It takes two to know one. *Training & Development Journal, 47*, 69-72

Nowack, K. (1997). Self-ratings as a predictor of assessment center performance. *Journal of Social Behavior and Personality, 12*, 145-166.

Pedro, M. L. (2006). *Transformational Leadership and Transformational Leadership*. Unpublished Manuscript. Masters Thesis, University of Edora, Portugal.

Podsakoff, P.M., MacKenzie, S.B., Moorman, R.H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *Leadership Quarterly, 1,* 107-142

Reilly,R. & Chao, G. (1982). Validity & fairness of alternative employee selection procedures. *Personnel Psychology, 35*, 1-62.

Rocha, A. Melo, M., Rebelo dos Santos, N. & Candeias, A.(2007). The *Relationship between Transformational Leadership and Transformational and Transactional Leadership*. Universidade de Évora, Departament of Psychology, Portugal.

Seligman, M. & Csikzentmihalyi, M., (2000). Positive Psychology: An introduction. *American Psychologist, 5,* 5-14.

Schmidt, F. & Hunter, J. (1998). The validity and utility of selection methods in personnel: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin, 124*, 262-274

Shrauger, J. S. & Schoeneman, T. J. (1979). Symbolic interactionist view of self-concept: Through the looking glass darkly. *Psychological Bulletin, 86*, 549-572.

F. Sternberg, Robert., (1999). Ability and Expertise: It's Time to Replace the Current Model of Intelligence. *American Educator. 23*, 50-51

Sternberg, R. J. (1995). *In search of the human mind*. Fort Worth, TX: Harcourt Brace College Publishers.

Swann, W. & Read, S. (1981). Acquiring self-knowledge: The search for feedback that fits. *Journal of Personality and Social Psychology, 41*, 1119-1128

Wimer, S. and Nowack, K. (1998). How to benefit from 360-degree feedback. *Executive Excellence, 15*, 10, 16

Wimer, S. and Nowack, K. (1988). Thirteen common mistakes in implementing multi-rater feedback systems. *Training and Development, 52*, 69-80.

Appendix B
Interpreting the Self-Awareness (Johari Window) View

Q: What is "self-awareness" and why is it important?

A: Self-awareness or self-insight is an important aspect of any definition of Transformational Leadership. It describes a type of intrapersonal "intelligence" often described as the ability to understand oneself and use that information to regulate one's own life (Sternberg, 1999). Research suggests that individuals who lack self-awareness might not accurately see the impact of their behavior on others, misjudge how others experience their behavior and lack the capacity to capitalize on feedback from others.

The Transformational Leadership View 360 (TL360) is based on the Daniel Goleman concept of EI measuring 22 competencies in four key areas including: 1) Self-Awareness; 2) Social Awareness; 3) Self-Management; and 4) Relationship Management

	Perception	Behavior
Self	**Self Awareness**	**Self Management**
Others	**Social Awareness**	**Relationship Management**

Q: How does the Transformational Leadership View 360 assessment attempt to measure self-awareness?

A: The alignment between self and other perceptions on a 360 feedback instrument serves as a "proxy" for insight and self-awareness. Most current definitions of Transformational Leadership recognize the importance of accurate insight and awareness for work and life success (Goleman, 1995; Salovey & Mayer, 1990). The perceptual "gap" between self and other perceptions might be one metric to determine the extent to which an individual has a high or low level of insight or self-awareness.

Each of the 22 TL360 competencies is shown in four quadrants by each rater category indicating the extent to which self-ratings are aligned with other ratings. Self-awareness and Social-awareness can be categorized in four distinct ways:

1. **Potential Strengths** (Low Self-ratings and High Other ratings)

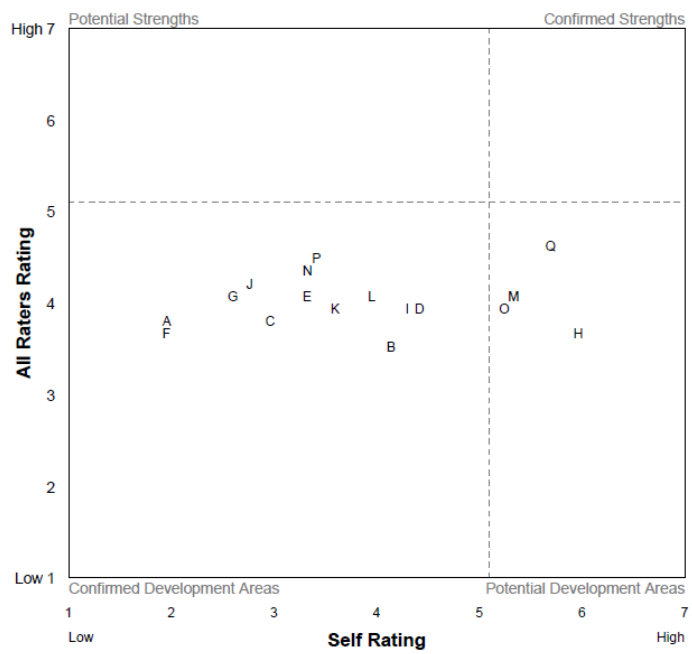
2. **Confirmed Strengths** (High Self-ratings and High Other ratings)

3. **Potential Development Areas** (High Self-ratings and Low Other ratings)

4. **Confirmed Development Areas** (Low Self-Ratings and Low Other ratings)

Self-Awareness Index

Self - All Raters (N = 7)



	Average Scores	
	Self	All Raters
Confirmed Development Areas		
A. Self-Development	2.00	3.93
B. Adaptability/Stress Tolerance	4.20	3.54
C. Self-Control	3.00	3.89
D. Engenders Trust	4.50	4.00
E. Strategic Problem Solving	3.40	4.11
F. Achievement Orientation	2.00	3.68
G. Building Strategic Relationships	2.67	4.14
I. Leadership/Influence	4.40	4.03
J. Interpersonal Sensitivity/Empathy	2.80	4.29
K. Team/Interpersonal Support	3.60	4.00
L. Collaboration	4.00	4.12
N. Two-Way Feedback	3.33	4.48
P. Oral Presentation	3.50	4.50
Potential Development Areas		
H. Conflict Management	6.00	3.77
M. Written Communication	5.33	4.10
O. Oral Communication	5.25	4.07
Q. Listening	5.75	4.68

Q: Why is this section of the Transformational Leadership View 360 often referred to as the "Johari Window" view?

A: The Johari Window, named after the first names of its inventors, psychologists Joseph Luft and Harry Ingham, is one of the most useful models describing the process of human interaction. A four paned "window," divides personal awareness into four quadrants: open, hidden, blind, and unknown.

The lines dividing the four panes are like window shades, which can move as an interaction progresses (Luft, 1984). The four self-awareness quadrants of the TL360 are conceptually based on this Johari Window providing a way to conceptualize self-insight based on the comparison of self and other ratings.

Q: How was the horizontal and vertical grid lines in this section of the Transformational Leadership View 360 report derived?

A: The horizontal and vertical lines shown in the Self-Awareness section of the TL360 report were derived from statistical analysis based on the large international norms that exist for this assessment. The mean self, manager, direct report, and peer ratings across all 7 TL360 competencies were calculated and analyzed to direct the placement of these grid lines to facilitate interpretation of this report section. In most 360 feedback research using any type of rating scale, the distribution of scores tends to be negatively skewed with most respondents less frequently endorsing the lower ends of the scale.

Q: How big of a "gap" between self and other ratings is meaningful?

A: The research with the Transformational Leadership View 360 assessment suggests that a self-other score difference of at least .75 is likely to be statistically meaningful. This difference, or more, suggests that the perceptual differences between self and other raters are important to note and consider in the interpretation of the feedback report.

Q: How do I interpret a large number of TL360 competencies in the "Confirmed Strengths" and "Confirmed Development areas" quadrants?

A: According to Transformational Leadership theory, individuals who possess self-insight and self-awareness are likely to be more successful at work and life because they have a more accurate sense of themselves and how others perceive their behavior and impact. Both of these quadrants reflect an alignment between self and other ratings and serve as a "proxy" for self-awareness (i.e., both self and other perceptions of the frequency of behavior expressed are moderately to very high or moderately to very low).

When the majority of the 7 TL360 competencies fall within either of these quadrants it might be interpreted as someone who has insight and awareness about his/her behavior. It is theoretically possible that both the individual and others are both inaccurate and equally share a distorted perception of how the person is really behaving.

Q: How do I interpret a large number of TL360 competencies in the "Potential Strengths" quadrant?

A: This quadrant represents competencies in which the individual's self-ratings are lower than the ratings from other rater groups. Some personality research suggests that these "under estimators" can often be described as highly self-critical, perfectionist, highly achievement oriented, have very high standards for self and others, and possibly lacking in confidence.

There is also limited cross cultural research in 360-degree feedback to suggest that self-ratings might be influenced by nationality, culture and gender. One implication of having the majority of EI competencies in the "potential strengths" quadrant is that the individual receiving feedback will often focus his/her attention to those sections of the reports that appear to be more "critical" or judgmental (e.g., open-ended comments or the Least Frequent behaviors section). As a result, these individuals are often less inclined to "leverage their strengths" and seem to be focused more on their weaknesses or developmental opportunities.

Coaches and others providing feedback should take note of this pattern in preparing for feedback meetings with these individuals. Consistent with EI theory, these "under estimators" lack an accurate calibration and view of how others actually experience their effectiveness on the job.

Q: How do I interpret a large number of TL360 competencies in the "Potential Development Areas" quadrant?

A: Individuals who have an inflated view of his/her behaviors on the majority of EI competencies measured by the TL360 are associated with higher risk for potential derailment based on recent research. These "over estimators" tend to have higher self-ratings compared to other rater groups and are likely to display more critical and defensive reactions to their summary feedback report. Coaches and facilitators can help respondents with this profile to identify strategies for helping others better appreciate their skills, efforts and accomplishments and constructively challenge them about the meaning of these rating differences.

Focusing on Your Confirmed Strengths
Monitor and Refine

Understand and Deploy Your Strengths: Review the competencies that you and others rated high and make a commitment to utilize them on the job.

Combine to Overcome Weaknesses: Explore how combining your strengths can lead to enhanced performance and effectiveness on the job.

Explore Team Strengths for Balance: Assess the unique skills and abilities of your team and explore ways to utilize them strategically to accomplish tasks, projects and assignments.

Leverage to Avoid Overuse: Any strength, when overdone, can become a potential liability (e.g., if you are overly analytical you might be seen by others as lacking in decisiveness) to watch the tendency to over use your signature strengths.

Focusing on Your Confirmed Development Areas
Evaluate Importance and Desire

High Importance/High Desire: In competencies and skills that you are motivated to work on and are important on the job you should explore ways to develop these further.

Low Importance/Low Desire: In competencies and skills that you are not very motivated to work on and are not very important on the job you should explore ways to avoid further development.

Low Importance/High Desire: In competencies and skills that you are motivated to work on and are not very important on the job you should explore ways to explore these further.

High Importance/Low Desire: In competencies and skills that you are not very motivated to work on but are important on the job you should consider refocusing your role or reorganizing your work to minimize using these competencies or find others who would be energized deploying these skills to work alongside you.

Focusing on Your Potential Development Areas
Reflect and Manage

Understand How Others Perceive your Strengths: Review the competencies that you rated higher than others. Why might they have this impression of you? Remember, that even if they are wrong, it is their impression of you that you have to manage.

Refocus Your Branding: If you care, you should explore developing a new marketing and branding plan about you. How do you want others to perceive and experience you? What can you do to help convey a more accurate picture of your strengths and abilities?

Calibrate and Avoid Overusing your Strengths: It is possible that the overuse of your strengths is causing others to view these skills and abilities a bit more critically than you see yourself.

Seek Additional "Feedforward": Honestly ask others for their thoughts and ideas about how you can continue to excel and improve on the job.

Focusing on Your Potential Strengths
Deploy and Evaluate

Identify Need/Opportunity to Deploy Strengths: Your "flaw" is underestimating what others value and perceive as your strengths so make sure to focus on these and deploy them when you can.

Combine with Other Strengths: Bundle your strengths to maximize the impact and have a multiplier effect.

Celebrate Success: You set ambitious goals and are likely to have perfectionistic tendencies so make sure to take time to acknowledge and celebrate your successes along the way.

Develop Complimentary Skills: For the areas where you might struggle with a weakness, what strengths do you have which can compensate and help you overcome that weakness?

Appendix C
Interpreting the Index of Agreement Score

"Not everything that can be counted counts and not everything that counts can be counted."

Albert Einstein

In each of the **View Suite 360** reports there is a section at the end that provides a summary table containing competency and item scores (average) by each rater group as well as an overall average of all raters (excluding self ratings). Each item or question measuring specific **View Suite 360** competencies is grouped under its appropriate competency to assist in the interpretation of the results.

A feature of this section is ***Index of Rater Agreement*** shown in parentheses after the average scores for each rater group. This ***Index of Rater Agreement*** ranges from 0 to 1.0 and is based on a statistical measure of dispersion or "spread" by raters called standard deviation (this index is derived by subtracting 1 from the calculated standard deviation divided by a scale-specific divisor).

An agreement index score of 0.0 suggests little or no rater agreement among those answering a specific question (i.e., the raters provided responses that had the greatest "spread" such as some a "1" and others rating the item a "5"). An agreement score of 1.0 suggests uniform and consistent ratings by all raters providing feedback (i.e., all rated the question the same).

Agreement index scores **less than .50** might suggest greater diversity, inconsistency and "spread" among the raters. It is not uncommon to misinterpret "average" scores represented on graphic comparisons as being accurate. However, when the ***Index of Rater Agreement*** is less than .50, it might suggest caution in interpreting these average scores (e.g., in reality, some raters might have a very positive bias in responding to the questions whereas other raters might have a very negative bias in responding to the same questions creating a "polarized" view of the respondent).

The ***Rater Agreement Index*** can be calculated at both the item (question) and competency level. At the item (question) level, it indicates the amount of rater agreement in answering each **View Suite 360** question. One question that is often asked is how a single rater can have an ***Index of Rater Agreement*** score less than 1.0 at the competency level (agreement scores for a single rater will always be 1.0 at the item or question level). At the *competency* level, this index provides a clarification of how consistent raters were *across* all the items composing that performance factor (analogous to internal consistency reliability calculations at a scale level).

Again, this score indicates how consistent the individual rater was in answering the cluster of questions composing a particular **View Suite 360** competency. It might not have much practical meaning but low scores should at least be explored in more detail about possible interpretations of a single rater providing very inconsistent answers across a competency category (e.g., rating one behavior in the *Administrative Control* a "1" and another behavior a "4").

Example with the *Index of Rater Agreement* in Parentheses

SALES MANAGERVIEW360

Behavior Summary

The average score for each Sales Manager 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	Direct Report	Team Member	Average
Adaptability/Resilience	**1.80 (0.80)**	**3.60 (0.76)**	**3.50 (0.49)**	**2.80 (0.42)**	**3.80 (0.63)**	**3.40 (0.49)**
Involves sales team members in decision-making, planning and problem solving processes.	2.00 (1.00)	4.00 (1.00)	4.50 (0.75)	3.50 (0.25)	3.50 (0.75)	3.86 (0.51)
Supports sales team member's career and professional development through coaching, training, mentoring and growth assignments.	2.00 (1.00)	4.00 (1.00)	4.50 (0.75)	1.50 (0.75)	4.50 (0.75)	3.57 (0.30)
Understands the diverse emotional and psychological needs of the sales team.	1.00 (1.00)	4.00 (1.00)	3.00 (0.50)	3.00 (0.50)	4.00 (1.00)	3.43 (0.55)
Thoroughly and logically analyzes available market/sales data to seek the best solution or alternatives to a problem.	2.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.50 (0.75)	4.00 (0.50)	3.29 (0.56)
Removes practices and/or problems that impact negatively on the financial performance.	2.00 (1.00)	3.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.00 (1.00)	2.86 (0.83)
Sales Planning/Territory Management	**2.80 (0.63)**	**3.40 (0.76)**	**3.40 (0.10)**	**2.90 (0.48)**	**3.10 (0.39)**	**3.17 (0.34)**
Helps others to understand how the sales team's work contributes to the achievement of the organization's business goals.	3.00 (1.00)	4.00 (1.00)	4.50 (0.75)	4.00 (1.00)	3.00 (0.50)	3.86 (0.58)

Appendix D
Psychometric Properties

Internal consistency reliability (Cronbach's alpha) was calculated for each of the 15 **Transformational Leadership View 360** scales (N=151). These moderately high coefficients range from .70 to .91 establishing the reliability of the instrument. The average test re-test reliability over a 3-month period across all 7 scales is .70.

Transformational Leadership View 360 Competency (N=151)	**Mean**	**SD**	**Reliability**
Transformational			
Painting a Vision	3.98	.68	.91
Intellectual Stimulation	3.86	.49	.80
Translating People as Individuals	3.59	.49	.76
Career Skill Development	3.67	.47	.70
Transactional			
Goal Setting	3.79	.51	.87
Performance Monitoring and Control	3.49	.47	.70
Providing Feedback	3.38	.49	.75