

Leadership Effectiveness Analysis™

Leadership 360® Report

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ABC COMPANY
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Welcome to **Leadership 360®**! This powerful process of personal development is designed to provide feedback to you on 22 leadership practices from your own perspective as well as from the perspectives of your boss (or bosses), your peers, and your direct reports. This 360-degree feedback data will provide you with an encompassing view of how you are perceived to operate in your current leadership role.

The **Leadership 360® Report** contains your **individual feedback profile**. It is based upon your own responses to the Leadership Effectiveness Analysis (LEA) Self Questionnaire, as well as LEA Observer Questionnaires completed by the following respondents:

Number of Respondents:

Your Boss(es)	1
Your Peers	5
Your Direct Reports	5

To help you understand the degree to which you are currently using the leadership practices being profiled, your scores have been compared to a large normative database of leaders who have completed the LEA Self Questionnaire. You will receive scores expressed in terms of percentiles. For example, if you have a score at 75%, then you scored higher than 75% and the same as or lower than 25% of the people in the normative group. The specific norms that have been used are:

Normative Groups: General Population Norms (N = 22180)

Presented by: XYZ CONSULTING

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INTRODUCTION

Leadership 360® is based on the principle that your development may be helped significantly by your own insights into the strengths and weaknesses of your leadership approach. The foundation of the **Leadership 360®** process is **diagnostic feedback**: feedback which diagnoses those practices or behaviours that need to be sustained, modified or added to your leadership repertoire.

The attitude you have toward feedback will strongly influence the usefulness of this analysis. Please keep the following advice in mind as you proceed through your **Personal Feedback Report**:

- **Use the information as a developmental aid.** Avoid viewing your feedback as the final word on your performance; instead, use it to help plan tactics and strategies to enhance your future effectiveness.
- **The leadership practices in your feedback profile are behaviours.** Behaviours can be changed; thus, you have control over the factors that can help you attain maximum effectiveness as a leader.
- **Trust the feedback profile's description of your approach to the leadership role.** The Leadership Effectiveness Analysis™ questionnaires are proven, professional instruments that do show how individuals actually behave in leadership roles.
- **Do not view high scores as “good” and low scores as “bad.”** A given leadership orientation is rarely all positive or all negative. There are potential assets and potential liabilities for both high and low scores. For example, a high score on Empathy indicates sensitivity to and concern for other people. Alternatively, the strongly empathetic leader may be seen as avoiding conflict or perhaps having problems handling difficult interpersonal issues.
- **Recognise that the aim of the Leadership 360® process is to help you achieve your goal of increased leadership effectiveness.** Your development as a leader will be enhanced through (1) recognising your strengths and weaknesses, and (2) designing strategies to enhance strengths and address weaknesses.

PROFILE ELEMENTS

The following pages present the profiles of your scores on 22 leadership practices, graphically showing your own perspective as well as the perspectives of your boss(es), peers, and direct reports. To ensure the confidentiality of individuals providing their input to you, only averaged responses are provided for peers and direct reports. If your respondents include more than one boss, these responses have also been averaged.

Degree of Rater Agreement:

Immediately to the right of the observer graphs the word High, Medium, or Low will appear when an average consists of at least 2 observers. This reflects the consistency of agreement among your observers on each of the leadership practices. High agreement means that scores of 75% or more of your observers are clustered within 25 points of each other. Medium agreement means that the scores of 50-74% of your observers are similarly clustered. Low agreement means that the scores of fewer than 50% of your observers fell within a 25 point range. High agreement among your observers suggests that you are impacting them in about the same way. Low agreement on the other hand, suggests that the nature of your relationships with the individual observers may be different and therefore they react to you differently.

USING THE LEA RESOURCE GUIDE

The **LEA Resource Guide** has been included as a part of your feedback package to help you interpret your feedback and create your action plans. This booklet provides extensive interpretive information on each of the 22 leadership practices, as well as concrete action steps for strengthening and improving your relationships with your boss, peers, and direct reports. Also contained in this booklet are guidelines and exercises for analysing your feedback data and setting developmental priorities, and detailed action planning guides for your use in creating your developmental action plans.

The LEA Resource Guide can be a valuable tool in assisting you to process your feedback data. Here are some suggestions for using the Resource Guide:

1. Before you open your Personal Feedback Profile and begin to process your feedback data, turn to page 5 in the Resource Guide and read the information on “Analysing Observer Feedback.” This will help you to interpret the meaning of your observers’ perceptions of you.
2. As you review your feedback data in your Personal Feedback Report, refer to the appropriate pages in the LEA Resource Guide for further information on each of the 22 leadership practices, or “sets.” Become more familiar with each of the sets by:
 - reading the interpretations of lower and higher scores;
 - transferring your self score (and/or observer scores, if you wish) to the percentile graphs provided;
 - reading the Potential Assets and Potential Liabilities of lower and higher scores, and highlighting the ones that seem especially relevant for you;
 - reading the General Action Steps, and marking those that would be useful for you to consider;
 - noting that, for each set, specific Action Steps have been provided for increasing your effectiveness in working with your boss, your peers, and your direct reports.
3. Once you have thoroughly reviewed your personal feedback data and are ready to begin your action planning, refer to the LEA Resource Guide again. The specific Action Steps provided for each set should be very helpful to you in creating your developmental action plans.

CREATING A VISION

The world of the modern organisation is complex, filled with challenges as well as exciting opportunities. In order to survive and prosper, an organisation must have the enthusiastic commitment of its members, with their imagination and potential for independent thinking fully focused on its tasks, problems, and opportunities.

All members of the organisation are being asked to evaluate issues in their areas and offer better ways of responding. While this is especially true for the managerial and supervisory staff, it is also true for individual contributors. Each person has the power to create new visions and new realities for the organisation. Clearly, the organisation will need to provide a climate that invites the participation of all. Nevertheless, each person can take the initiative in thinking through and evaluating the problems, opportunities and situations encountered every day in a way that is unique to him or her.

The five Sets involved in Creating a Vision are:

TRADITIONAL

INNOVATIVE

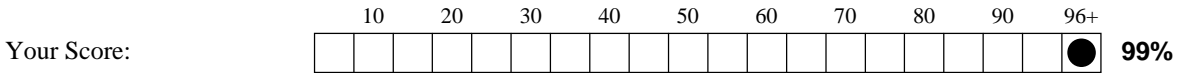
TECHNICAL

SELF

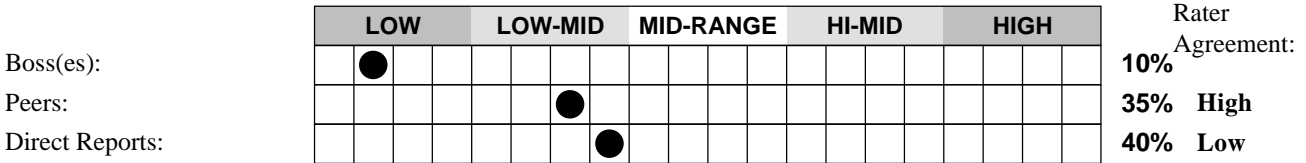
STRATEGIC

Traditional

Studying problems in light of past practices to ensure predictability, reinforce the status quo and minimise risk.

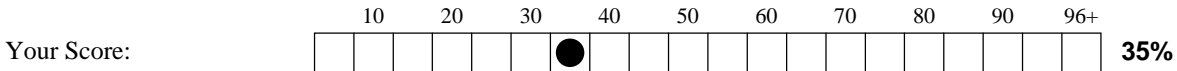


Less focused on what has worked in the past; do not rely on precedents; less concern for acting cautiously
 Respect tradition; rely on past practices; build on knowledge gained through experience

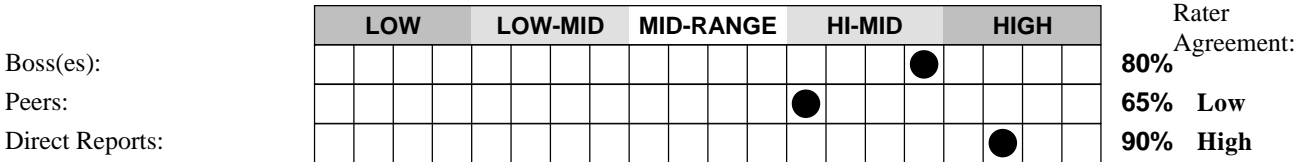


Innovative

Feeling comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches.

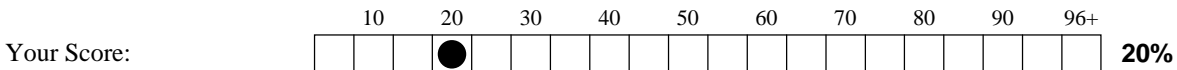


Less attracted to exploring new ideas or approaches; leave well enough alone; avoid unnecessary risk-taking
 Welcome new ideas and perspectives; comfortable with change; willing to take risks; experimental attitude

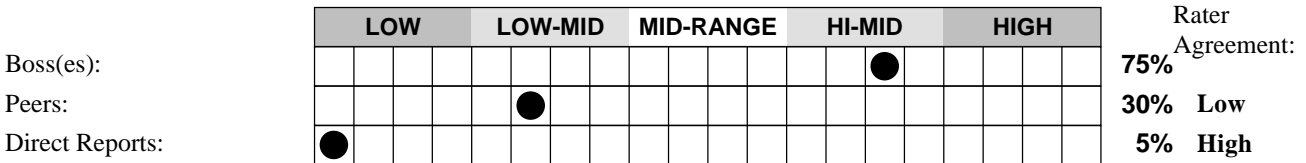


Technical

Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialised knowledge to study issues in depth and draw conclusions.



Prefer the role of generalist; less concerned with acquiring and utilising specific technical expertise
 Emphasise in-depth knowledge; stay up-to-date in your field; base decisions on specific technical expertise



Self

Emphasising the importance of making decisions independently; looking to yourself as the prime vehicle for decision making.

Your Score:

10	20	30	40	50	60	70	80	90	96+
			●						

40%

Influenced by others; less likely to make decisions entirely on your own; may be team-minded

See yourself as source of decisions; highly independent thinker; want to do things on your own

	LOW	LOW-MID	MID-RANGE	HI-MID	HIGH	
Boss(es):					●	95%
Peers:				●		60% Medium
Direct Reports:				●		60% Medium

Rater Agreement:

Strategic

Taking a long-range, broad approach to problem solving and decision making through objective analysis, thinking ahead and planning.

Your Score:

10	20	30	40	50	60	70	80	90	96+
							●		

80%

Focus on the present; trust your instincts rather than analyse decisions; may take a highly focused or short-term view

Take an analytical approach; plan ahead; think through the implications of decisions; project into the future

	LOW	LOW-MID	MID-RANGE	HI-MID	HIGH	
Boss(es):	●					15%
Peers:			●			35% Medium
Direct Reports:		●				20% Medium

Rater Agreement:

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DEVELOPING FOLLOWERS

Organisations are built upon interdependent relationships. In order to make their best contribution, leaders have to get others to respond positively to their ideas and efforts. The ability to influence others comes more from the strength of one's logic, insight, imagination, and communication skills than from specific position power granted by the organisation. In fact, the higher one is in the hierarchy, the less appropriate authoritarian behaviours become in gaining the loyalty and dedication of independent-thinking and talented people.

There is a parallel between the challenge facing managers when trying to influence areas other than their own, and the opportunity that exists for individual contributors to be persuasive with their peers and superiors. And, as more and more organisations accept the idea of empowering people at all levels, the opportunity to influence upper-level management decisions becomes ever greater.

The four Sets involved in Developing Followers are:

PERSUASIVE

OUTGOING

EXCITEMENT

RESTRAINT

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IMPLEMENTING THE VISION

Once objectives have been set and people have become convinced of their value and practicality, there remains the matter of setting things in motion. One must communicate the part that others will play; get individuals to take responsibility; obtain the necessary training; set standards for judging success; and develop systems and procedures to support the total effort. These elements are necessary to ensure that the efforts of one unit are integrated with those of another.

The four Sets involved in Implementing The Vision are:

STRUCTURING

TACTICAL

COMMUNICATION

DELEGATION

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FOLLOWING THROUGH

The function of Following Through assumes great importance in ensuring that things will happen according to plan. Despite the best intentions, problems can arise which frustrate and impede the process of achieving desired results. The person whose responsibility it is to complete the project may come face-to-face with the fact that promises have not been kept; mistakes have been made in planning; assumptions have proved to be invalid. He or she will need to ask the tough questions, face disagreements and resolve them constructively. New procedures and goals may have to be set, and new assignments made in order to get the most from the resources available. When issues are faced constructively, creative solutions to problems often emerge.

The two Sets involved in Following Through are:

CONTROL

FEEDBACK

ACHIEVING RESULTS

Increasingly, individuals in today's organisations are being asked to accomplish more with fewer resources. Whether or not they have explicit position authority, they are being asked to take charge and deliver higher levels of performance. They must set challenging goals, stay focused on results, and build an achieving climate in which everyone is encouraged to make his or her maximum contribution.

To achieve results, today's leaders must challenge themselves and others to expand their efforts, break down the barriers to success and exceed expectations.

The three Sets involved in Achieving Results are:

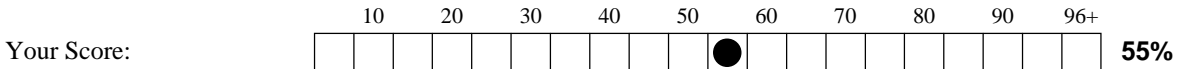
MANAGEMENT FOCUS

DOMINANT

PRODUCTION

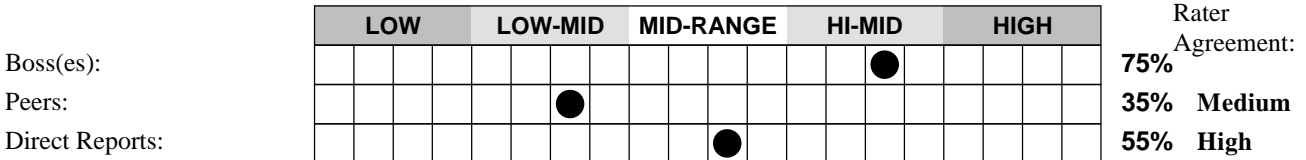
Management Focus

Seeking to exert influence by being in positions of authority, taking charge, and leading and directing the efforts of others.



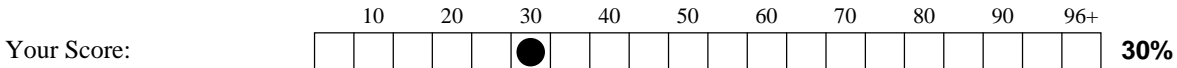
Less emphasis on taking charge and directing others; may prefer being an individual contributor

Willing to take command; enjoy managing people, being influential; accomplishing results through others



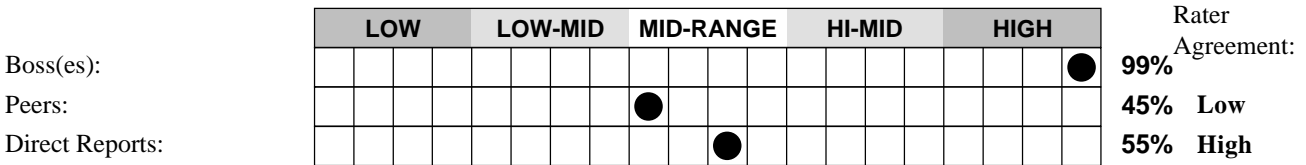
Dominant

Pushing vigorously to achieve results through an approach which is forceful, assertive and competitive.



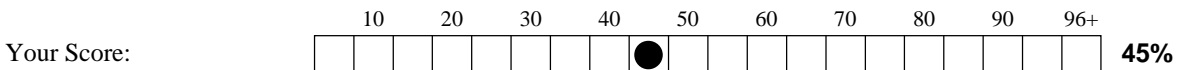
Look for win/win solutions; prefer not to be forceful or competitive; may be more accommodating

Highly competitive and aggressive; can be authoritative; want to win



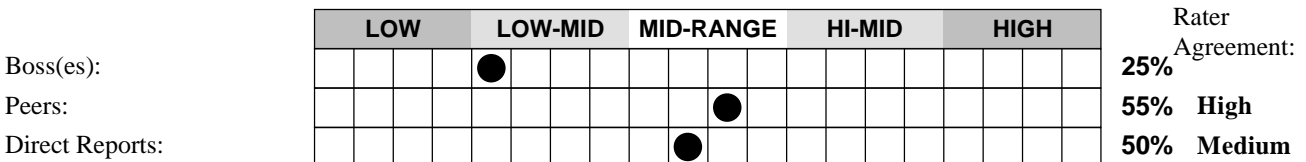
Production

Adopting a strong orientation toward achievement; holding high expectations for yourself and others; pushing yourself and others to achieve at high levels.



Give wide latitude for individual standard setting; less likely to demand high performance from others

Expect a great deal from yourself and others; set high goals and work hard to achieve them



TEAM PLAYING

It is extremely difficult, if not impossible, for individuals to achieve major goals and objectives completely on their own. Leaders at all levels need the support of others to reach their objectives. They also find themselves in the reciprocal position of acting as followers and supporting the leadership efforts of others. Developing and using their abilities as followers may contribute greatly to the success of their organisation. In addition, they are likely to gain more co-operation from others as a result of their dedication to their colleagues' projects and goals.

The skills and perspectives associated with the follower's role include being an effective group member, developing one's ability to influence senior management, and working effectively across unit boundaries. The individual who is able to develop positive and trusting relationships throughout the organisation is often considered for even more responsibility in the future.

The four Sets involved in Team Playing are:

COOPERATION

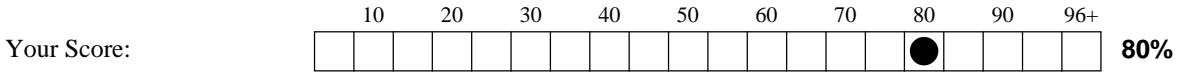
CONSENSUAL

AUTHORITY

EMPATHY

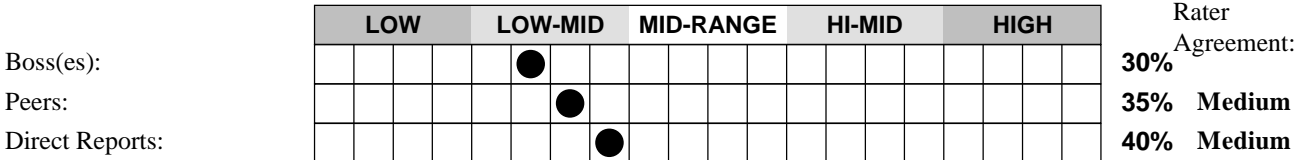
Cooperation

Accommodating the needs and interests of others by being willing to defer performance on your own objectives in order to assist colleagues with theirs.



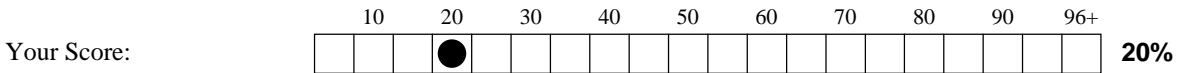
Less willing to compromise or just go along; not inclined to put aside your own interests to help others

Will accommodate and help others in organisation; willing to compromise; can be a good team member



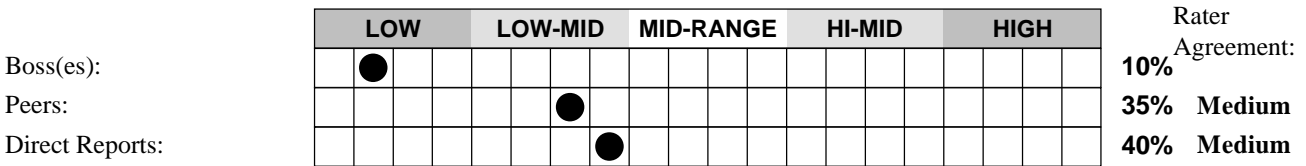
Consensual

Valuing the ideas and opinions of others and collecting their input as part of your decision-making process.



Do not actively seek input from others before making decisions

Ask for input and advice from others; respect and value others' ideas



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ROLE REQUIREMENTS

You have now received feedback on the 22 leadership practices measured by the LEA. This feedback has given you a diagnostic picture of your approach to the leadership role at this point in time. In order to make the most of this feedback, it will be important for you to assess which elements of your feedback profile represent strengths and which represent areas that may need developmental attention. A good way to begin this process is to think about your current leadership position and to determine the specific leadership practices that will enable you to perform most effectively within it.

Just as every individual is unique, so is every leadership role. There are many factors that exert an influence on your current role. Because of this, you will find that certain leadership practices may be more important than others in performing your role to the best of your ability. In thinking about the leadership practices that are critical for your role, consider the influence of the following:

Organisational Culture: Organisations, like people, have different “personalities.” These “personalities” define the culture of a specific organisation and the leadership practices that are valued and rewarded by the organisation as a whole.

Task or Function: Specific tasks require specific leadership behaviours. For example, a leadership position within the accounting function will certainly require some different behaviours than a position within sales and marketing.

People: Certain leadership practices will be more important than others in working with your direct reports, depending upon their talents, abilities, and levels of motivation. Likewise, certain leadership practices may be more important than others in contributing to your effectiveness in working with your boss and your peers.

The full LEA profile is presented on the next page. As you review the 22 LEA leadership practices, think about the specific factors that pertain to your unique role.

First, choose the 6 to 10 practices you think will be most important in supporting and contributing to your effectiveness in your role. It is important to focus on **behaviour acquisition**; therefore, choose practices for which you think scores above the mid-range would reflect more effective behaviour in your specific role.

Next, establish a “target range of effectiveness” spanning 20 to 25 percentile points for each of these leadership practices to show the ideal range in which you think you should score on that particular practice.

Think of these critical leadership practices and the target ranges you have established as your “role requirements.” As you review the rest of your Personal Feedback Report and begin your developmental action planning, use these role requirements to guide your thinking and help you establish priorities.

LEADERSHIP EFFECTIVENESS ANALYSIS™

Role Requirements Profile

LOW	LOW-MID	MID-RANGE	HI-MID	HIGH
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Creating a Vision

- Traditional
- Innovative
- Technical
- Self
- Strategic

10	20	30	40	50	60	70	80	90	96+

Developing Followers

- Persuasive
- Outgoing
- Excitement
- Restraint

10	20	30	40	50	60	70	80	90	96+

Implementing the Vision

- Structuring
- Tactical
- Communication
- Delegation

10	20	30	40	50	60	70	80	90	96+

Following Through

- Control
- Feedback

10	20	30	40	50	60	70	80	90	96+

Achieving Results

- Management Focus
- Dominant
- Production

10	20	30	40	50	60	70	80	90	96+

Team Playing

- Cooperation
- Consensual
- Authority
- Empathy

10	20	30	40	50	60	70	80	90	96+

PROFILE REVIEW

This section of your Personal Feedback Report will provide interpretive reviews of your boss, peer, and direct report feedback data. The purpose of these interpretive reviews is to help you understand and focus on the key points in each observer group's perceptions of your leadership practices. For each observer group, the review will consist of the following elements:

Perceptions: A series of statements outlining the major interpretive points suggested by the feedback of the specific observer group.

Developmental Opportunities: Several issues suggested by the perceptions of the specific observer group that indicate potential liabilities requiring developmental attention.

Comparative Profile: A one-page LEA profile comparing your self scores to the scores of each observer group.

In addition, a one-page LEA profile is provided that shows all 22 of your own scores together with all of the observer scores available for your report.

PERCEPTIONS OF YOUR BOSS

The following summary presents the major interpretive points suggested by your **Boss** responses. This information is derived from an analysis of very high and very low scores in various combinations. Information which may appear to be “missing” reflects only that the scores being analysed for any specific interpretive statement did not reach a level above 70% or below 40%. As you read these statements, you may wish to mark or highlight those you agree represent significant aspects of your leadership approach, or those you would like to explore further in your developmental planning. From the perspective of your Boss, you are seen as:

Creating a Vision

- Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.
- Showing a good deal of confidence in personally held views and opinions; willing to be independent and self-directed, and not likely to ask others for information and input.
- Not one to share a lot of information or outline plans and goals; inclined to let others work things out for themselves.
- Reacting to immediate issues on an intuitive rather than a rational, logical basis, but not always anticipating the consequences of ideas; one who has a strong sense of self and must respect others before deferring to them.

Developing Followers

- Emotionally expressive and reactive; openly spontaneous and energetic; making little effort to restrain or conceal emotions.
- Operating with energy and enthusiasm that is bolstered by a solid technical grounding and professional expertise.

Implementing the Vision

- Flexible and adaptable, but perhaps disorganised; not tied to doing things the way they have always been done or likely to outline specific, step-by-step processes for task accomplishment.
- Not highly organised; not inclined either to use policies and procedures or to communicate clear and adequate information to others in order to implement plans and decisions.
- Working on a day-to-day basis, without paying much attention to the long-range aspects of a problem or the specific details of just how tasks are to be accomplished.
- Encouraging independent resourcefulness; providing others with a good deal of freedom to accomplish a task with little structure around just how this should be done.

Following Through

- Making little effort to establish or use structured, formal control systems to monitor and follow up on activities and assignments.
- Not inclined to communicate at great length about goals and expectations; expecting others to do what they are supposed to do without needing their activities to be monitored and tracked.
- Willing to give a substantial amount of feedback to others, but not basing this feedback on information gained through formal procedures designed to monitor and track delegated assignments, and therefore running the risk of having others question its accuracy.
- Not likely to provide others with information about expectations, yet giving a good deal of feedback on their job performance efforts, perhaps causing them to be surprised by the feedback and unable to relate it to expectations.

Achieving Results

- Competitive, assertive and independent; showing strong confidence in personally held views and ideas, and willing to pursue these aggressively with others.
- Easygoing in terms of setting performance standards, and careful not to burden or overload people with too much information about the task or expectations.
- Rather lax about performance; placing little emphasis on setting high standards, and being reluctant to check up on people to see how they are performing.
- Willing to give people a good deal of feedback, but apt to provide feedback that is unrelated to performance levels or task achievement.

Team Playing

- One who communicates sparingly and is not overly concerned about seeking input from others; keeping your own counsel.
- Having a more competitive than collaborative approach; ready to play an assertive role in order to steer the group in a specific direction.
- Operating on a more intuitive than analytical basis; less likely to seek the opinions and advice of others in order to confirm the accuracy of intuitions.
- Operating somewhat independently; not likely to seek input from superiors, peers or direct reports.

DEVELOPMENTAL OPPORTUNITIES WITH YOUR BOSS

Based on the perceptions of your **Boss**, you may want to explore the following issues to determine whether they represent potential liabilities. You may find that you will gain more from your developmental effort and attention if you focus on the practical implications of the lower scores you received on the following:

STRUCTURING (5%)

Description: Your approach to getting things done may be characterised by adaptability and flexibility. Rather than specifying exactly how tasks should be accomplished, you are likely to be open to suggestion or to let others decide for themselves. Your flexibility, however, may be achieved at the expense of being organised and using structured, systematic approaches. You may tend to create confusion or be somewhat crisis-driven, and this is likely to make it difficult for the administrative staff to support you. You may find that becoming more organised and methodical could increase the efficiency and effectiveness of your efforts. You might also find that you could help others to be more efficient and effective by giving them more specific direction and a stronger sense for procedure.

Action: To address this issue, you may wish to strengthen your use of the Structuring Set. Please refer to pages 30-31 in your LEA Resource Guide.

TRADITIONAL (10%)

Description: You may be viewed as willing to challenge the status quo and to question blindly applying traditional strategies to current problems and opportunities. You may be critical of processes which preserve the way things have been done and are not sufficiently focused toward change. However, you may also be seen as too quick to reject the hard-won lessons of experience. You may be susceptible to repeating common mistakes or disregarding important aspects of the organisation's history, culture and norms. You might find that you could increase your efficiency and get others to be more receptive to your ideas if you acknowledge and utilise the organisation's collective experience and wisdom to a greater extent.

Action: To address this issue, you may wish to strengthen your use of the Traditional Set. Please refer to pages 8-9 in your LEA Resource Guide.

COMMUNICATION (10%)

Description: You may be perceived as communicating in a concise manner. Rather than burdening people with too much information, you may tell others only what you think they need to know. However, your lower orientation toward communication may result in others seeing you as holding back information which may be of value to them. In addition, you may inadvertently cause confusion or anxiety if you do not clearly and fully articulate your expectations of others. You may need to place greater emphasis on the whole process of communication. You might consider expressing your views, thoughts and ideas more often as well as providing others with more information; you may need to pay particular attention to being clear and specific about what you need from and expect of others.

Action: To address this issue, you may wish to strengthen your use of the Communication Set. Please refer to pages 34-35 in your LEA Resource Guide.

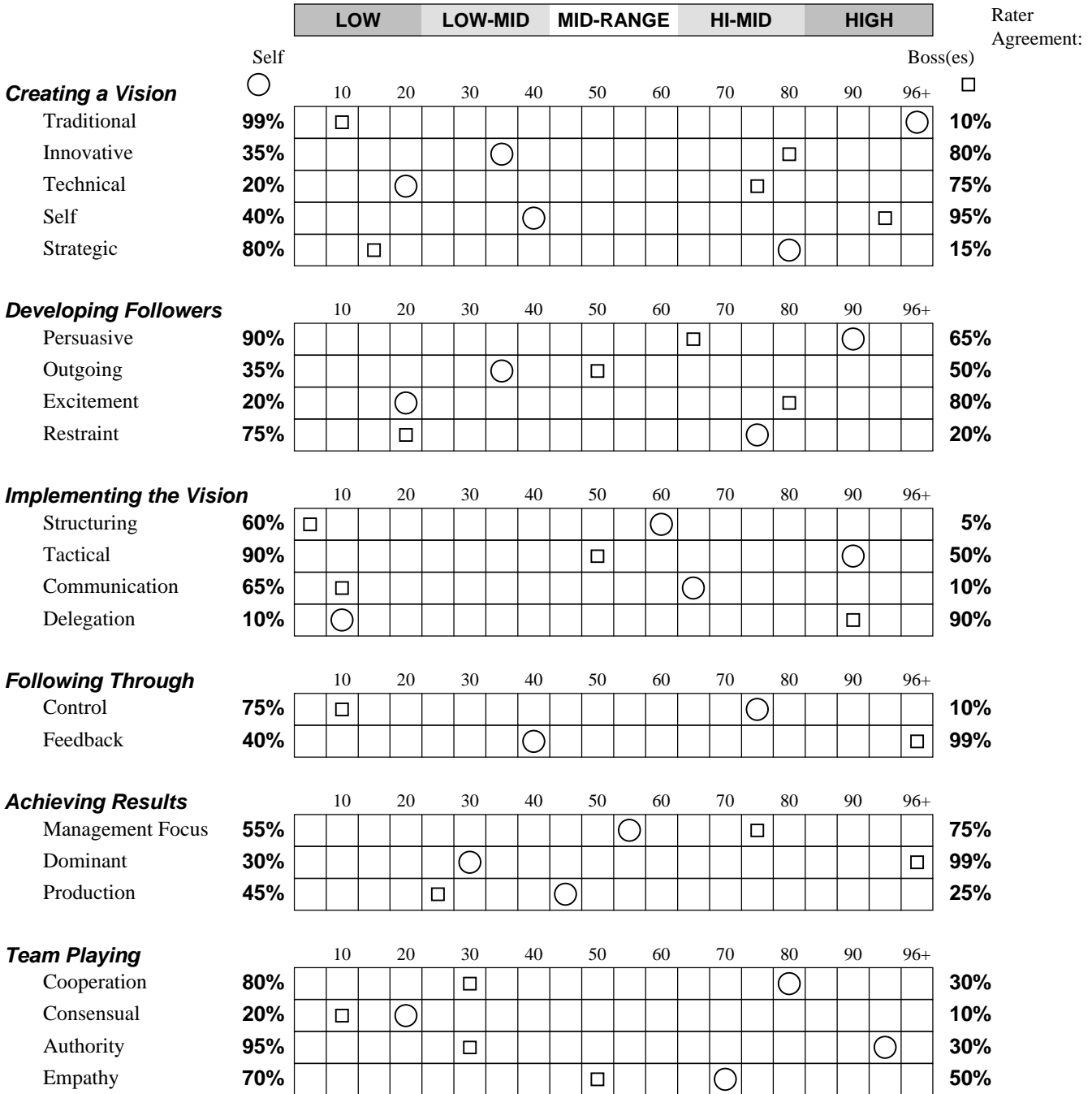
CONTROL (10%)

Description: You are not perceived as especially persistent in tracking the progress of activities and delegated assignments. You are likely to give others a good deal of latitude to follow through on their own. You may feel that careful monitoring is unnecessary, given the competence of the people you work with, or you may think that such actions might suggest that you do not trust their skills and abilities. Through your lack of attention to control and follow-up, however, you may be failing to hold others fully accountable for their responsibilities. You may be surprised when things do not occur as you had planned or expected. You may find yourself having to deal with crises that could have been prevented if you had monitored more closely and intervened appropriately.

Action: To address this issue, you may wish to strengthen your use of the Control Set. Please refer to pages 40-41 in your LEA Resource Guide.

LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Boss Profile Summary



PERCEPTIONS OF YOUR PEERS

The following summary presents the major interpretive points suggested by your **Peer** responses. This information is derived from an analysis of very high and very low scores in various combinations. Information which may appear to be “missing” reflects only that the scores being analysed for any specific interpretive statement did not reach a level above 70% or below 40%. As you read these statements, you may wish to mark or highlight those you agree represent significant aspects of your leadership approach, or those you would like to explore further in your developmental planning. From the perspective of your Peers, you are seen as:

Creating a Vision

- Likely to rely upon or accept decisions that are handed down from above; assuming the boss knows what he or she is talking about unless there is irresistible reason to believe otherwise.
- Not one to share a lot of information or outline plans and goals; inclined to let others work things out for themselves.
- Using a more intuitive approach to problem solving, relying on instinct rather than in-depth knowledge or analysis of facts and information.
- Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.

Developing Followers

- Communicating sparingly or unclearly; providing only the specific information others need to know, and making little effort to present the information persuasively.
- Operating on a more intuitive than analytical basis and making little effort to sell ideas to others, perhaps assuming that the worth of these ideas will be self-evident.

Implementing the Vision

- Freely delegating responsibility and autonomy to others, but providing them with little information; one who delegates, but whose expectations may not be clear.
- A generalist who does not get overly involved in the technical details and is not inclined to place much emphasis on the communication process in order to keep people informed and up-to-date.
- Not highly organised; not inclined either to use policies and procedures or to communicate clear and adequate information to others in order to implement plans and decisions.
- Careful not to communicate too much unless something is considered vitally important; tending not to recognise when information might be useful to others.

Following Through

- Not inclined to communicate at great length about goals and expectations; expecting others to do what they are supposed to do without needing their activities to be monitored and tracked.
- Not in the habit of using follow up activities on a regular or systematic basis; depending upon the organisation's follow-up systems to keep track of things.
- Freely delegating autonomy to others and letting them proceed on their own; not very inclined to check up to be sure assignments have been completed on time and as planned; having a tendency to lose touch with what is happening.
- Not overly worried about the technical details of the job to be done, and willing to allow people to do their jobs without watching over their shoulders.

Achieving Results

- Wasting little time on excessive talking, preferring to let work speak for itself; expecting people to know what should be done and to do it rather than needing a lot of direction and information.
- Freely delegating responsibility and autonomy to others, but not feeling particularly comfortable or identified with aspects of the leadership role that require being in charge and directing the efforts of others.
- Not primarily identified with supervising people; one who likes to have variety in your own work as an individual contributor.
- More comfortable with working alone on individual contributor activities than with taking charge of a group, and operating on an intuitive basis rather than using a logical, rational framework and seeking to understand how various areas within the organisation interrelate.

Team Playing

- Willing to accept input and guidance from above, but quite sparing in communicating information to others about the decisions handed down and the reasons for making them.
- One who communicates sparingly and is not overly concerned about seeking input from others; keeping your own counsel.
- Willing to accept guidance and input from superiors, but less likely to seek input from peers or direct reports.
- Placing a good deal of faith in the authority system above, but willing to challenge tradition and the status quo in a non-adversarial manner.

DEVELOPMENTAL OPPORTUNITIES WITH YOUR PEERS

Based on the perceptions of your **Peers**, you may want to explore the following issues to determine whether they represent potential liabilities. You may find that you will gain more from your developmental effort and attention if you focus on the practical implications of the lower scores you received on the following:

COMMUNICATION (15%)

Description: You may be perceived as communicating in a concise manner. Rather than burdening people with too much information, you may tell others only what you think they need to know. However, your lower orientation toward communication may result in others seeing you as holding back information which may be of value to them. In addition, you may inadvertently cause confusion or anxiety if you do not clearly and fully articulate your expectations of others. You may need to place greater emphasis on the whole process of communication. You might consider expressing your views, thoughts and ideas more often as well as providing others with more information; you may need to pay particular attention to being clear and specific about what you need from and expect of others.

Action: To address this issue, you may wish to strengthen your use of the Communication Set. Please refer to pages 34-35 in your LEA Resource Guide.

TECHNICAL (30%)

Description: You are seen as being more of a generalist than a technical specialist in your approach to problem solving and decision making. Rather than being an expert in a relatively narrow field, you may operate with a general level of knowledge in a broader range of areas. You may be adaptable and flexible and enjoy working with a variety of issues. From a developmental perspective, however, your approach may be too casual toward technical details. You may need to focus your attention on acquiring a greater depth of knowledge in certain areas, and being more disciplined in using this specialised knowledge to investigate issues thoroughly and factually before drawing conclusions and taking action.

Action: To address this issue, you may wish to strengthen your use of the Technical Set. Please refer to pages 12-13 in your LEA Resource Guide.

TRADITIONAL (35%)

Description: You may be viewed as willing to challenge the status quo and to question blindly applying traditional strategies to current problems and opportunities. You may be critical of processes which preserve the way things have been done and are not sufficiently focused toward change. However, you may also be seen as too quick to reject the hard-won lessons of experience. You may be susceptible to repeating common mistakes or disregarding important aspects of the organisation's history, culture and norms. You might find that you could increase your efficiency and get others to be more receptive to your ideas if you acknowledge and utilise the organisation's collective experience and wisdom to a greater extent.

Action: To address this issue, you may wish to strengthen your use of the Traditional Set. Please refer to pages 8-9 in your LEA Resource Guide.

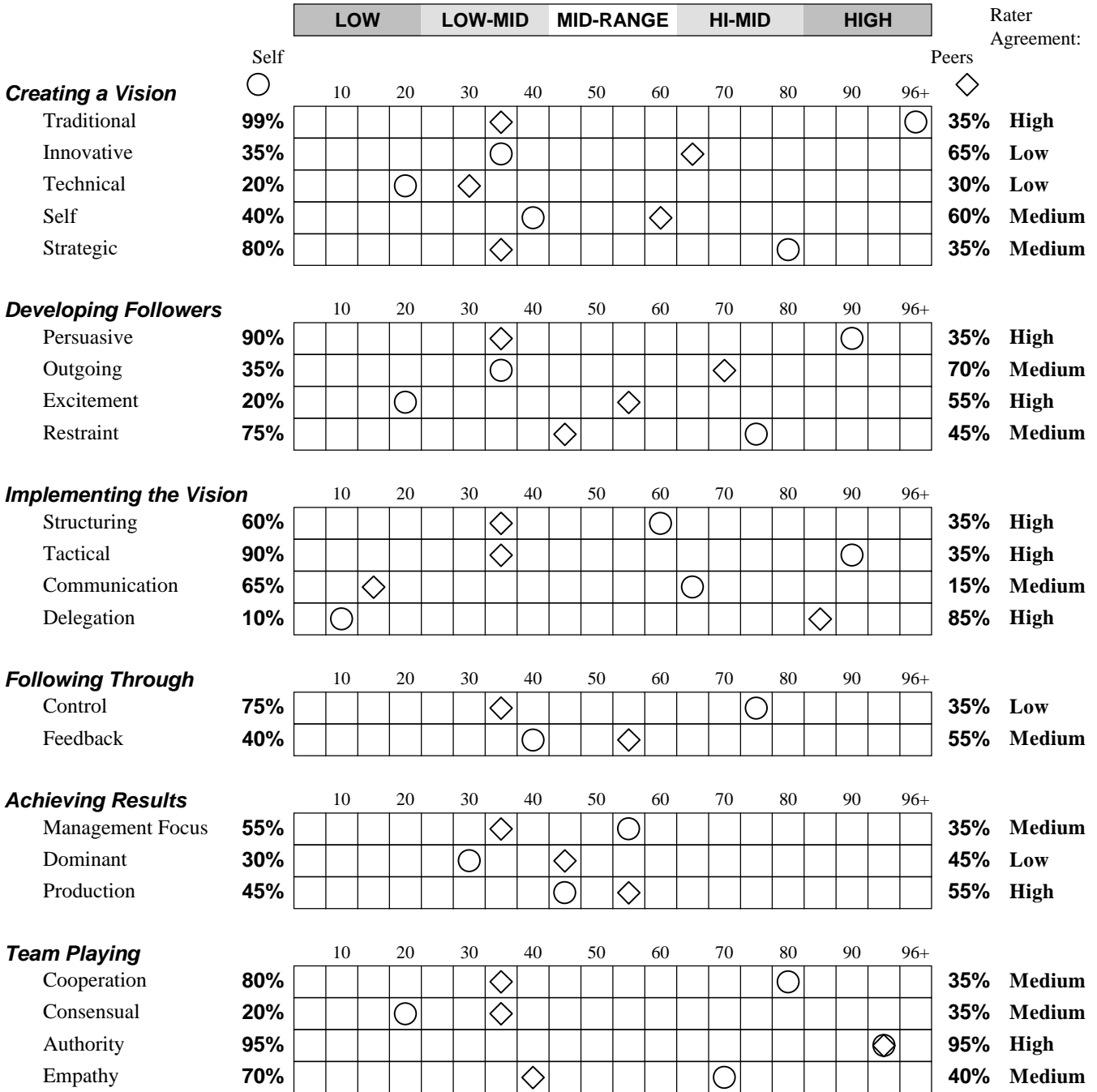
STRATEGIC (35%)

Description: In your leadership approach, you tend to focus more on the present than on the longer term implications of issues. You may be realistic and practical; you are likely to prefer pragmatic action to exhaustive analysis and planning. However, your professional development may require that you pay more attention to examining the longer-term and broader consequences of your actions and decisions. You may be anticipating problems and outcomes. You may need to see how your particular role is connected to the strategic objectives of the larger organisation and then use this knowledge base as a framework for your decisions.

Action: To address this issue, you may wish to strengthen your use of the Strategic Set. Please refer to pages 16-17 in your LEA Resource Guide.

LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Peer Profile Summary



PERCEPTIONS OF YOUR DIRECT REPORTS

The following summary presents the major interpretive points suggested by your **Direct Report** responses. This information is derived from an analysis of very high and very low scores in various combinations. Information which may appear to be “missing” reflects only that the scores being analysed for any specific interpretive statement did not reach a level above 70% or below 40%. As you read these statements, you may wish to mark or highlight those you agree represent significant aspects of your leadership approach, or those you would like to explore further in your developmental planning. From the perspective of your Direct Reports, you are seen as:

Creating a Vision

- Willing to accept new ideas and approaches without scrutinising their technical foundation; more of a generalist than a specialist, preferring to work within the broad outline as opposed to collecting and analysing all the facts and data before making decisions.
- Using a more intuitive approach to problem solving, relying on instinct rather than in-depth knowledge or analysis of facts and information.
- Likely to rely upon or accept decisions that are handed down from above; assuming the boss knows what he or she is talking about unless there is irresistible reason to believe otherwise.
- Willing to embrace new, experimental, possibly risky approaches without thoroughly analysing them for their broader and longer-term implications and impact.

Developing Followers

- A sociable, friendly individual who emphasises the importance of interpersonal relationships rather than spending time in exhaustive planning and analysis.

Implementing the Vision

- Allowing people to operate on their own; appearing to stay above the action, attending to matters other than the pragmatic, day-to-day issues.
- A generalist who does not get overly involved in the technical details and is not inclined to place much emphasis on the communication process in order to keep people informed and up-to-date.
- Not very concerned either with planning or analytical activities, or with getting involved and making things happen; a reactive person who may be too impatient to plan activities and tends to respond to the requirements of the moment.
- Working on a day-to-day basis, without paying much attention to the long-range aspects of a problem or the specific details of just how tasks are to be accomplished.

Following Through

Achieving Results

Team Playing

- Tending to rely upon superiors or the organisation to make the broad, long-term decisions, and willing to implement the strategies they develop.
- Willing to accept input and guidance from above, but quite sparing in communicating information to others about the decisions handed down and the reasons for making them.

DEVELOPMENTAL OPPORTUNITIES WITH YOUR DIRECT REPORTS

Based on the perceptions of your **Direct Reports**, you may want to explore the following issues to determine whether they represent potential liabilities. You may find that you will gain more from your developmental effort and attention if you focus on the practical implications of the lower scores you received on the following:

TECHNICAL (5%)

Description: You are seen as being more of a generalist than a technical specialist in your approach to problem solving and decision making. Rather than being an expert in a relatively narrow field, you may operate with a general level of knowledge in a broader range of areas. You may be adaptable and flexible and enjoy working with a variety of issues. From a developmental perspective, however, your approach may be too casual toward technical details. You may need to focus your attention on acquiring a greater depth of knowledge in certain areas, and being more disciplined in using this specialised knowledge to investigate issues thoroughly and factually before drawing conclusions and taking action.

Action: To address this issue, you may wish to strengthen your use of the Technical Set. Please refer to pages 12-13 in your LEA Resource Guide.

STRATEGIC (20%)

Description: In your leadership approach, you tend to focus more on the present than on the longer term implications of issues. You may be realistic and practical; you are likely to prefer pragmatic action to exhaustive analysis and planning. However, your professional development may require that you pay more attention to examining the longer-term and broader consequences of your actions and decisions. You may be anticipating problems and outcomes. You may need to see how your particular role is connected to the strategic objectives of the larger organisation and then use this knowledge base as a framework for your decisions.

Action: To address this issue, you may wish to strengthen your use of the Strategic Set. Please refer to pages 16-17 in your LEA Resource Guide.

TACTICAL (20%)

Description: In terms of implementation, you are likely to be less concerned with making immediate responses and quick reactions. Rather than becoming mired in day-to-day activities, you may step back from the action and consider the best way to proceed. However, your hands-off approach may suggest that you are too removed from the practical and operational elements of your role. You may be seen as remaining above the fray, unwilling to become involved in the pragmatic aspects of accomplishing tasks. From a developmental perspective, you may need to display a greater sense of urgency. You might explore the ways in which you could utilise a more practical, concrete orientation that would show that you are prepared to do whatever is necessary to ensure that the job gets done.

Action: To address this issue, you may wish to strengthen your use of the Tactical Set. Please refer to pages 32-33 in your LEA Resource Guide.

STRUCTURING (30%)

Description: Your approach to getting things done may be characterised by adaptability and flexibility. Rather than specifying exactly how tasks should be accomplished, you are likely to be open to suggestion or to let others decide for themselves. Your flexibility, however, may be achieved at the expense of being organised and using structured, systematic approaches. You may tend to create confusion or be somewhat crisis-driven, and this is likely to make it difficult for the administrative staff to support you. You may find that becoming more organised and methodical could increase the efficiency and effectiveness of your efforts. You might also find that you could help others to be more efficient and effective by giving them more specific direction and a stronger sense for procedure.

Action: To address this issue, you may wish to strengthen your use of the Structuring Set. Please refer to pages 30-31 in your LEA Resource Guide.

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LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Observer Profile Summary

LOW	LOW-MID	MID-RANGE	HI-MID	HIGH
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Creating a Vision

- Traditional
- Innovative
- Technical
- Self
- Strategic

	10	20	30	40	50	60	70	80	90	96+
Traditional		□		◇	+					○
Innovative				○			◇		□	+
Technical	+		○	◇				□		
Self				○		◇				□
Strategic		□	+	◇					○	

Developing Followers

- Persuasive
- Outgoing
- Excitement
- Restraint

	10	20	30	40	50	60	70	80	90	96+
Persuasive				◇	+		□		○	
Outgoing			○		□		◇		+	
Excitement		○				◇	+	□		
Restraint		□			◇	+		○		

Implementing the Vision

- Structuring
- Tactical
- Communication
- Delegation

	10	20	30	40	50	60	70	80	90	96+
Structuring	□			+	◇		○			
Tactical			+	◇		□			○	
Communication		□	◇		+		○			
Delegation		○					+		◇	□

Following Through

- Control
- Feedback

	10	20	30	40	50	60	70	80	90	96+
Control		□		◇	+			○		
Feedback				○		◇	+			□

Achieving Results

- Management Focus
- Dominant
- Production

	10	20	30	40	50	60	70	80	90	96+
Management Focus				◇		⊕		□		
Dominant			○		◇	+				□
Production			□		○	+	◇			

Team Playing

- Cooperation
- Consensual
- Authority
- Empathy

	10	20	30	40	50	60	70	80	90	96+
Cooperation			□	◇	+			○		
Consensual		□	○	◇	+					
Authority			□					+		⊕
Empathy				◇	⊕		○			

- = Self
- = Boss(es)
- ◇ = Peers
- ⊕ = Direct Reports

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