

LEADERSHIP 360 DEVELOPMENT REPORT

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LEADERSHIP
EFFECTIVENESS
ANALYSIS™

--SAMPLE--

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® Personal Feedback 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:



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: United States (2023)

Presented by:

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 behaviors 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 behaviors.** Behaviors 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.
- **Recognize 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) recognizing 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 the 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 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 coaching suggestions for strengthening and improving your relationships with your boss, peers, and direct reports. Also contained in this booklet are guidelines and exercises for analyzing 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:

Before you open your Personal Feedback Report and begin to process your feedback data, turn to page 3 in the Resource Guide and read the information on "Analyzing Observer Feedback." This will help you to interpret the meaning of your observers' perceptions of you.

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 Coaching Suggestions, and marking those that would be useful for you to consider;

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 coaching suggestions provided for each set should be very helpful to you in creating your developmental action plans.

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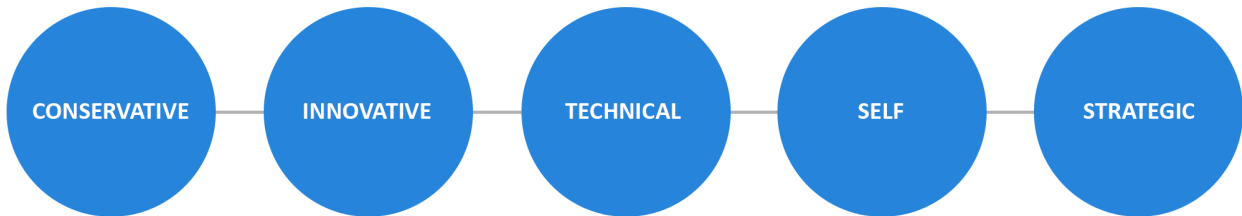
Creating a Vision



The world of the modern organization is complex, filled with challenges as well as exciting opportunities. In order to survive and prosper, an organization 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 organization are being asked to evaluate issues in their areas and offer better ways of responding. While this is especially true for the leaders, it is also true for individual contributors. Each person has the power to create new visions and new realities for the organization. Clearly, the organization 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 them.

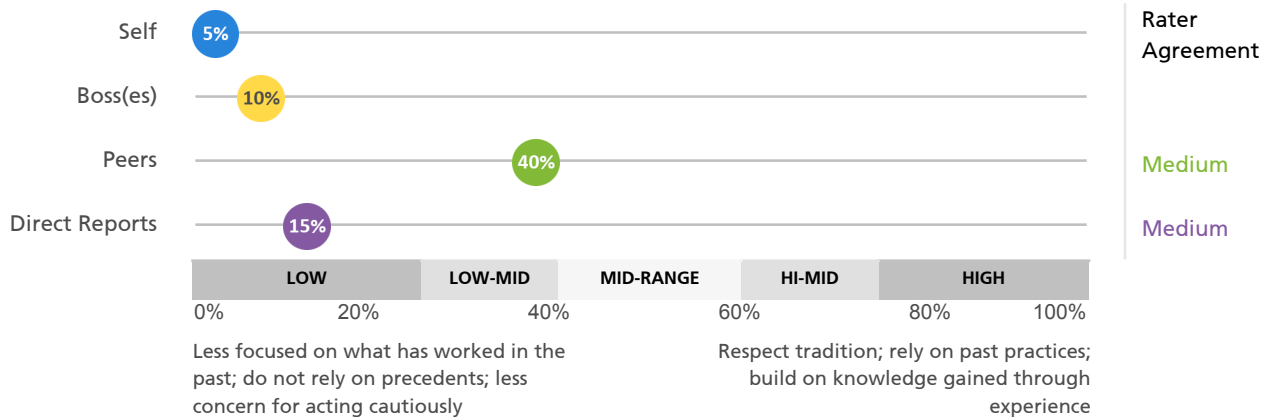
The five Sets involved in **Creating a Vision** are:





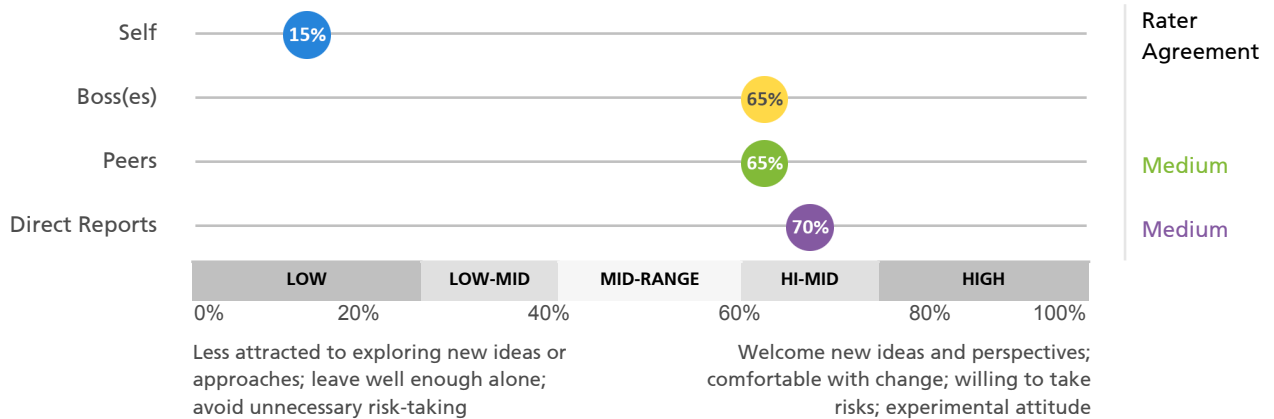
Conservative

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



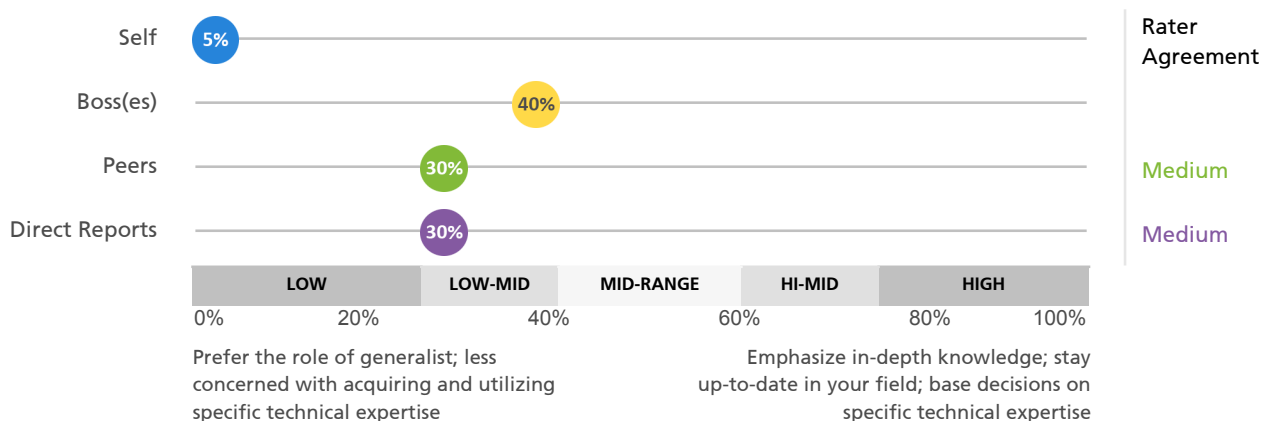
Innovative

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



Technical

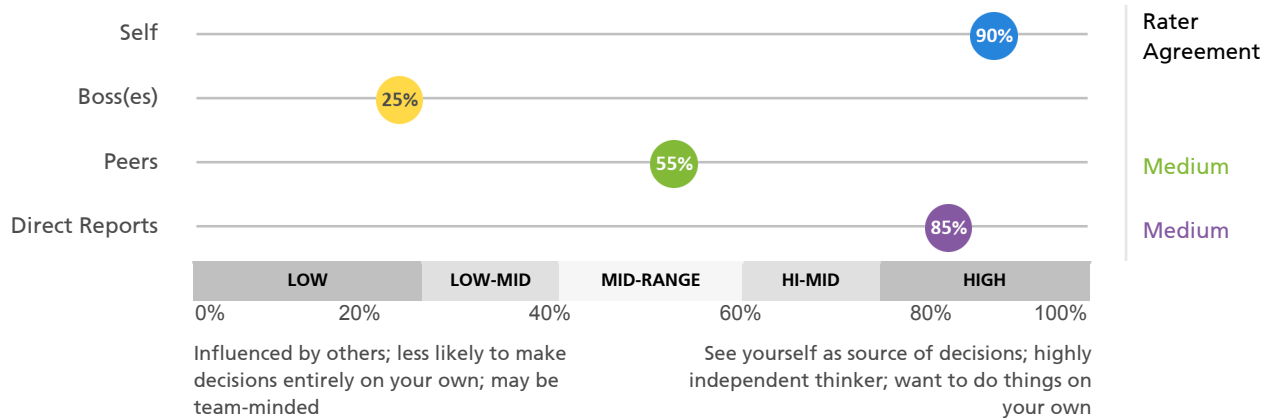
Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialized knowledge to study issues in depth and draw conclusions.





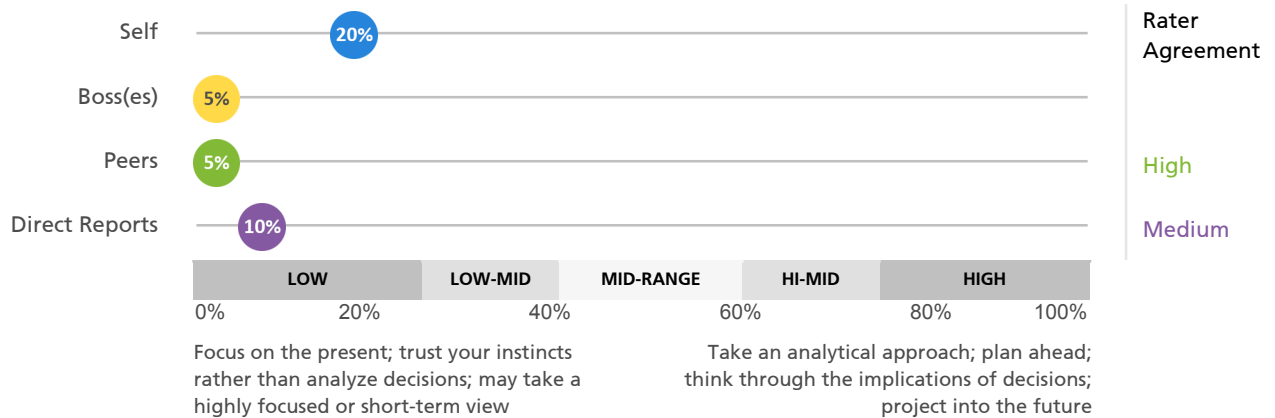
Self

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



Strategic

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



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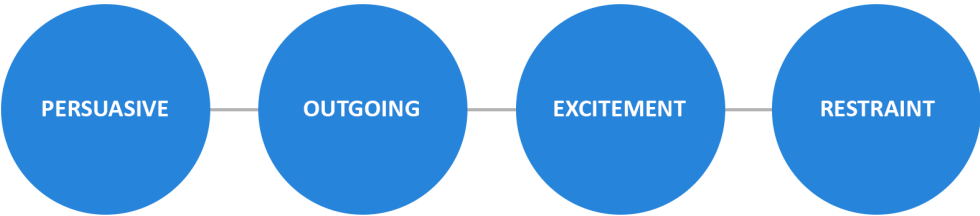
Developing Followership



Organizations 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 organization. In fact, the higher one is in the hierarchy, the less appropriate authoritarian behaviors 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 managers. And, as more and more organizations accept the idea of empowering people at all levels, the opportunity to influence upper level management decisions becomes ever greater.

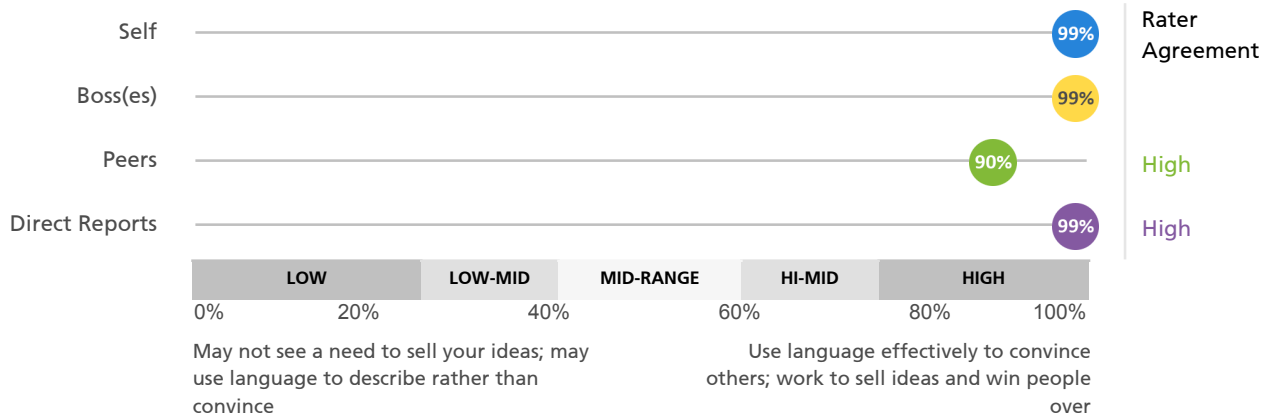
The four Sets involved in **Developing Followership** are:





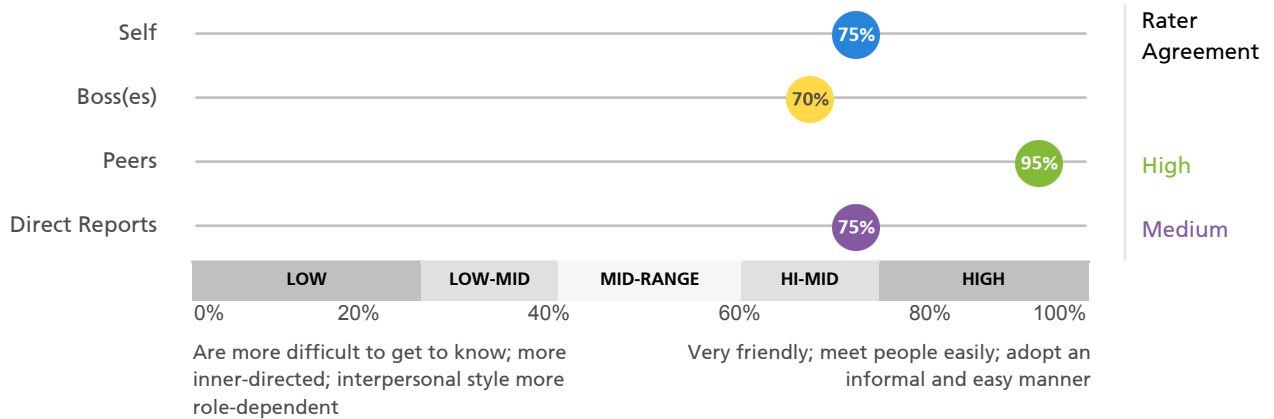
Persuasive

Building commitment by convincing others and winning them over to your point of view.



Outgoing

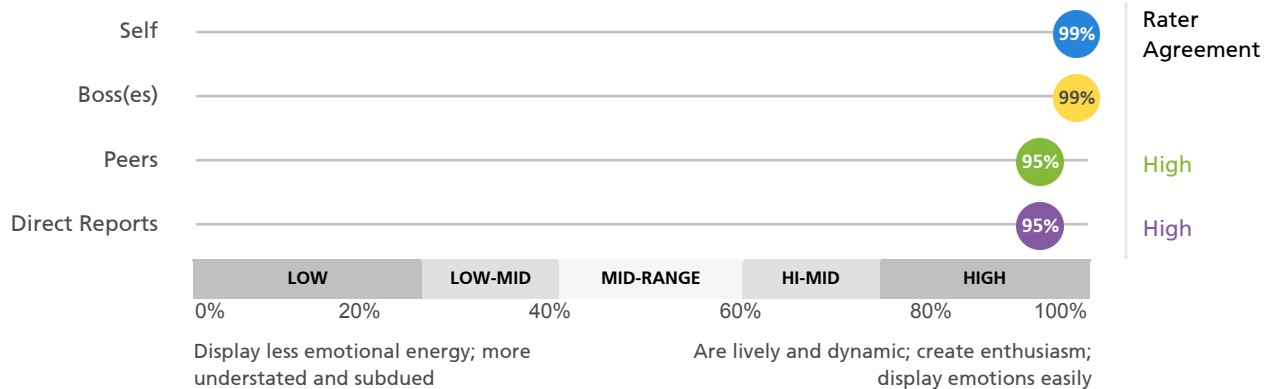
Acting in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships.





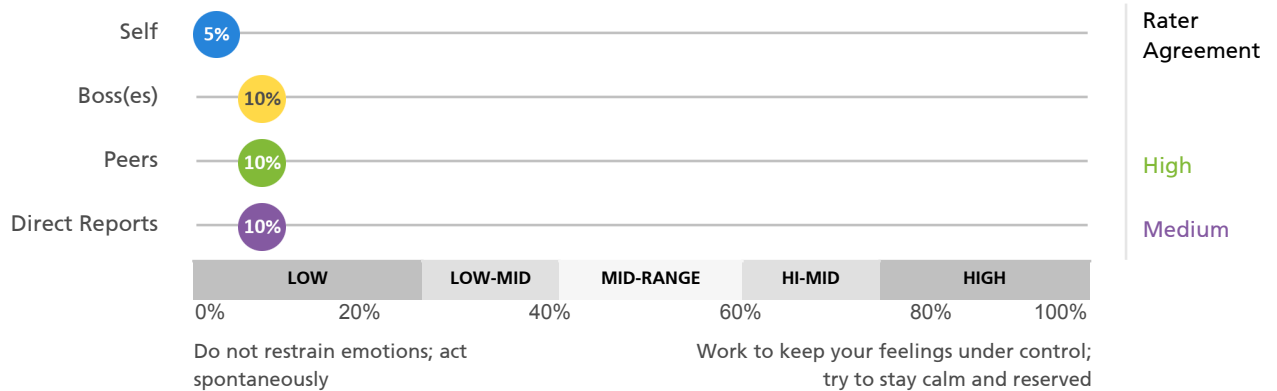
Excitement

Operating with a good deal of energy, intensity and emotional expression; having a capacity for keeping others enthusiastic and involved.



Restraint

Maintaining a low-key, understated and quiet interpersonal demeanor by working to control your emotional expression.



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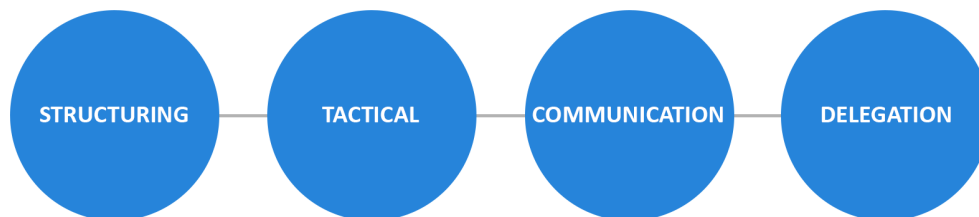


Implementing the Vision



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.

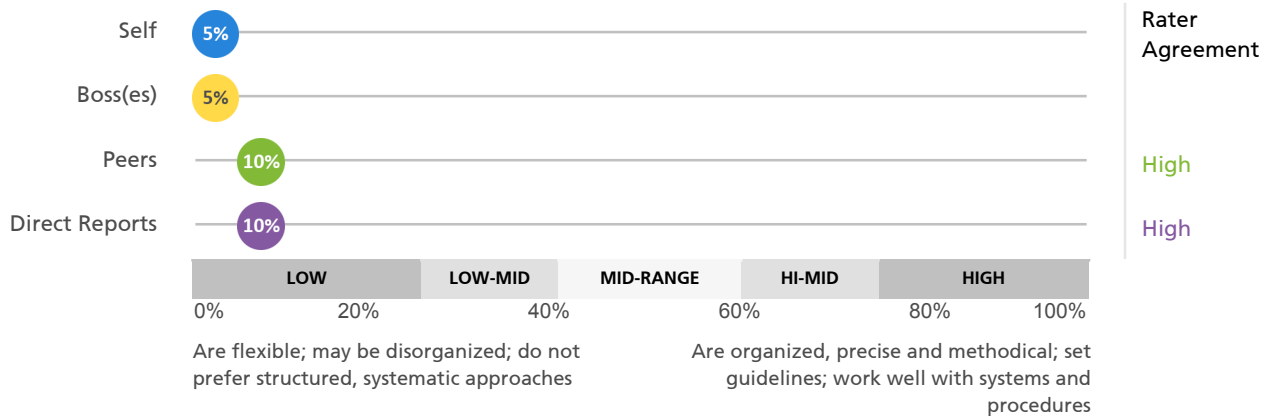
The four Sets involved in **Implementing The Vision** are:





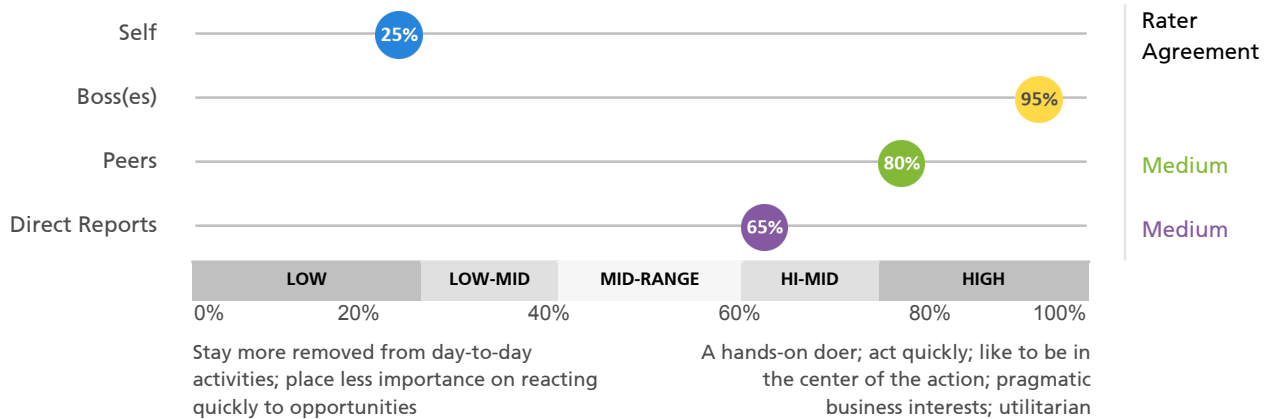
Structuring

Adopting a systematic and organized approach; preferring to work in a precise, methodical manner; developing and utilizing guidelines and procedures.



Tactical

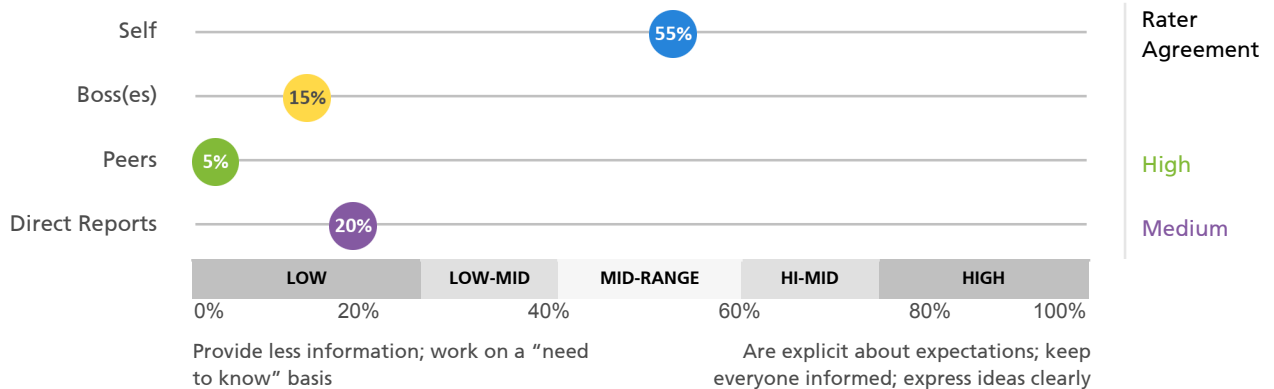
Emphasizing the production of immediate results by focusing on short-range, hands-on, practical strategies.





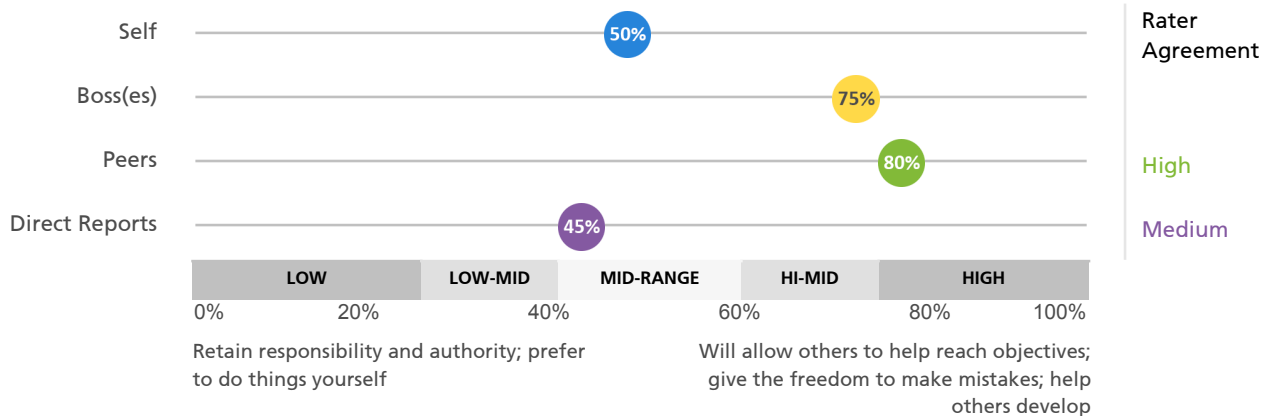
Communication

Stating clearly what you want and expect from others; clearly expressing your thoughts and ideas; maintaining a precise and constant flow of information.



Delegation

Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgment.



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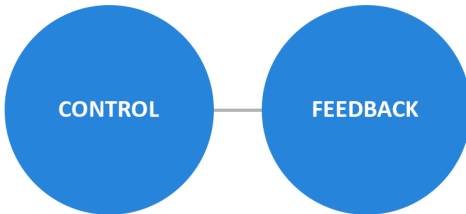


Following Through



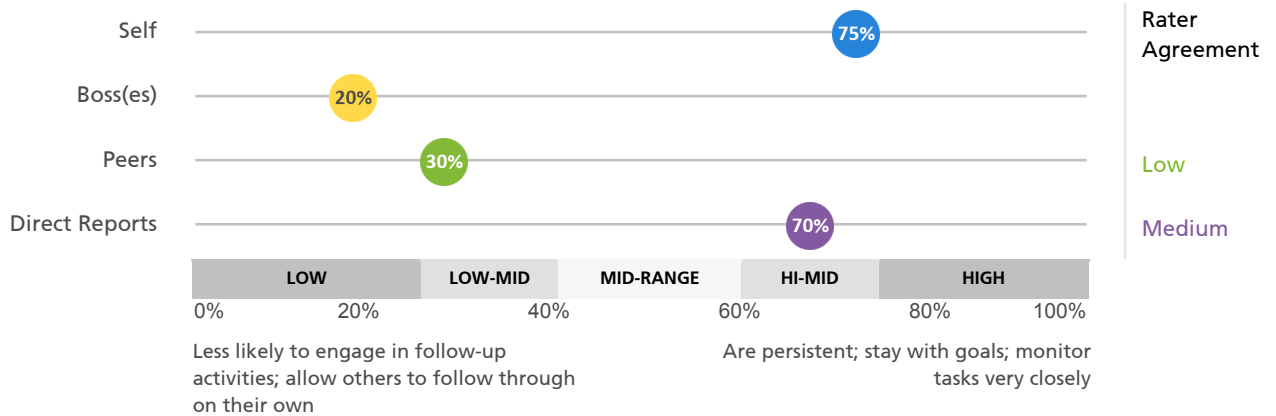
The function of Following Through assumes great importance in ensuring that things will happen according to plan. Despite the best intentions, problems can arise which frustrate and impede the process of achieving desired results. The person whose responsibility it is to complete the project may come face to face with the fact that promises have not been kept; mistakes have been made in planning; assumptions have proved to be invalid. They 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:



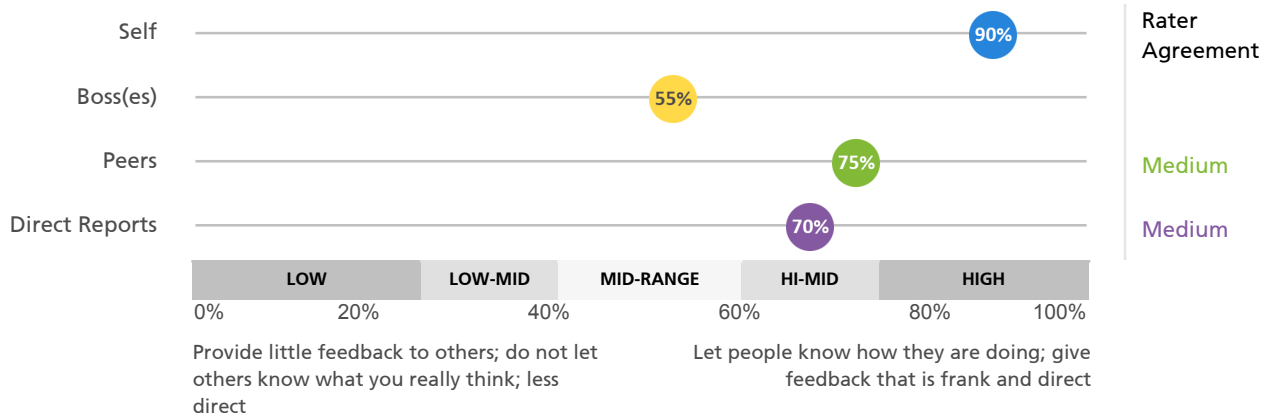
Control

Adopting an approach in which you take nothing for granted, set deadlines for certain actions and are persistent in monitoring the progress of activities to ensure that they are completed on schedule.



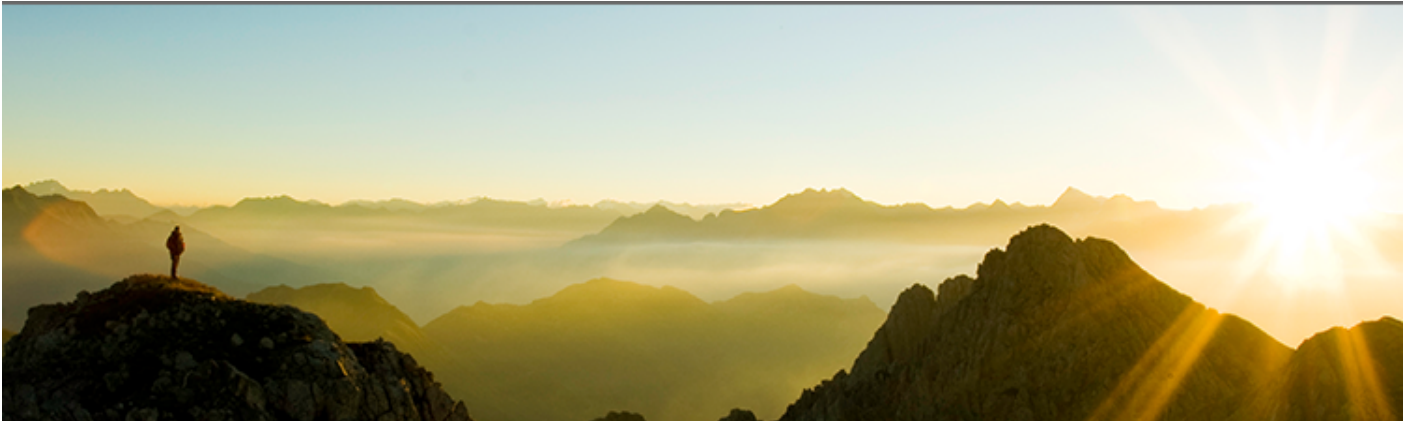
Feedback

Letting others know in a straightforward manner what you think of them, how well they have performed and if they have met your needs and expectations.





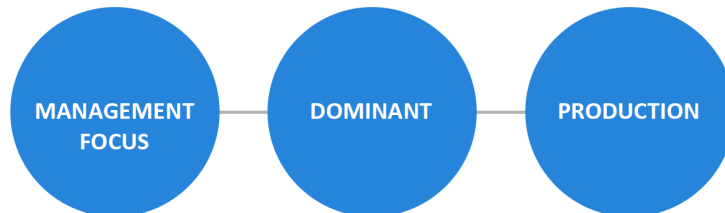
Achieving Results



Increasingly, individuals in today's organizations 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 their 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.

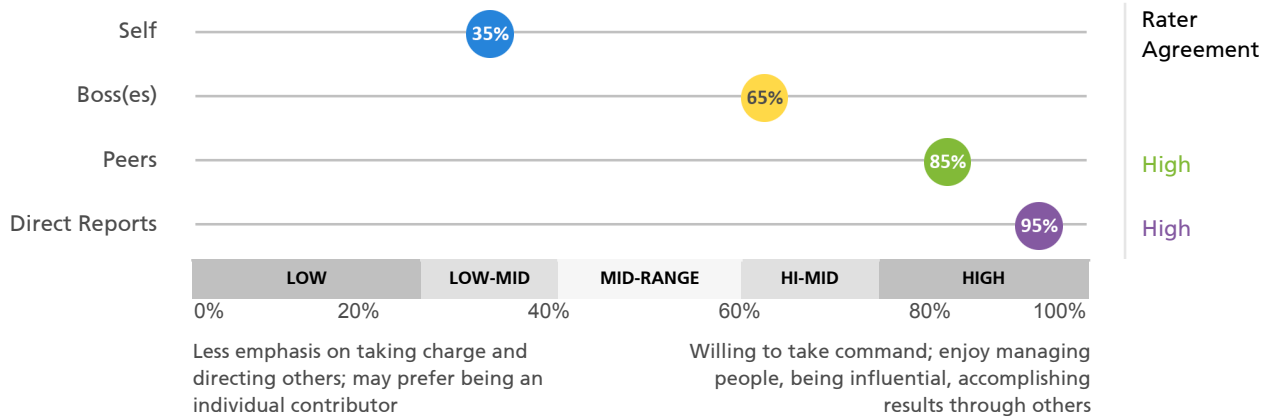
The three Sets involved in **Achieving Results** are:





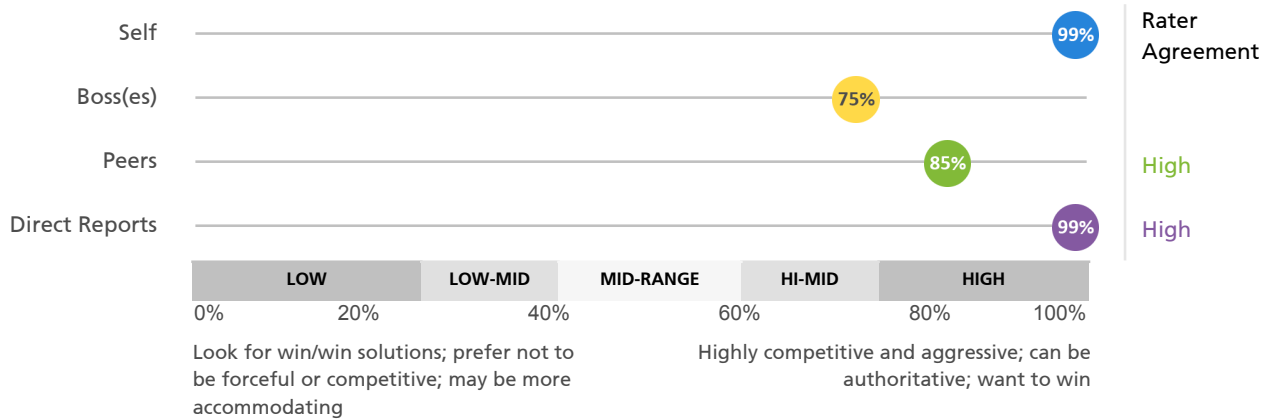
Management Focus

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



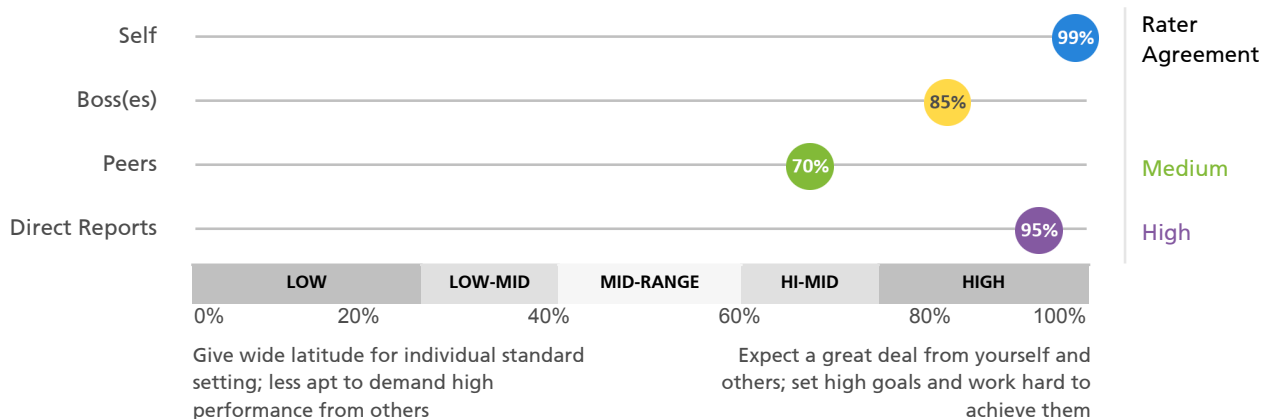
Dominant

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



Production

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





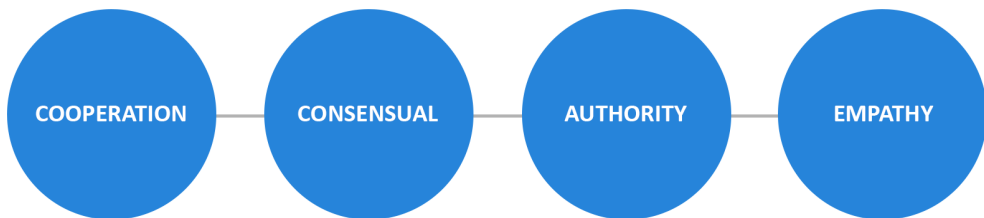
Team Playing



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 organization. In addition, they are likely to gain more cooperation 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 organization is often considered for even more responsibility in the future.

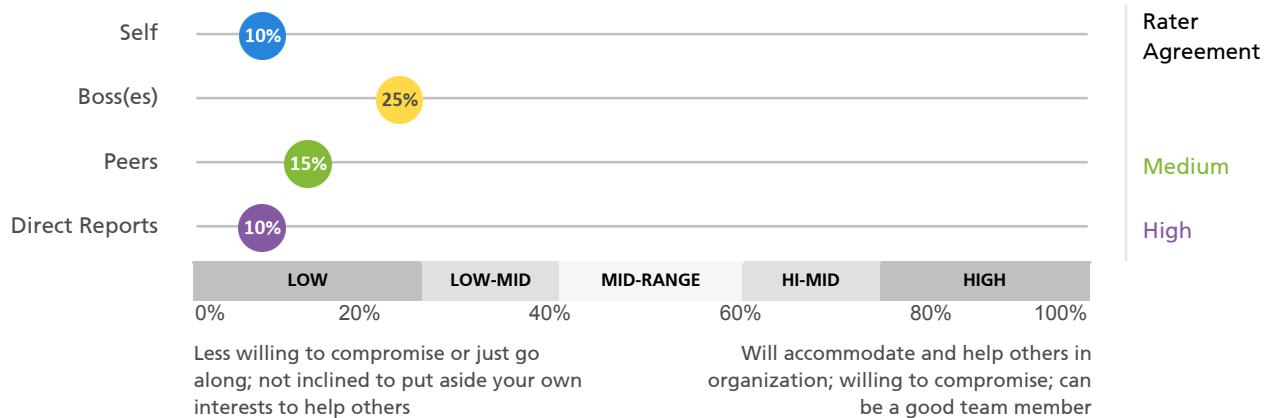
The four Sets involved in **Team Playing** are:





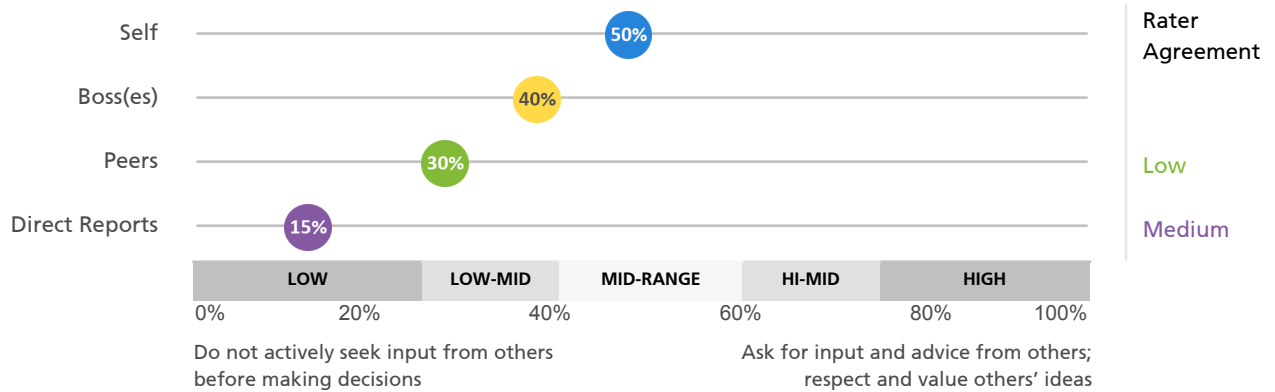
Cooperation

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



Consensual

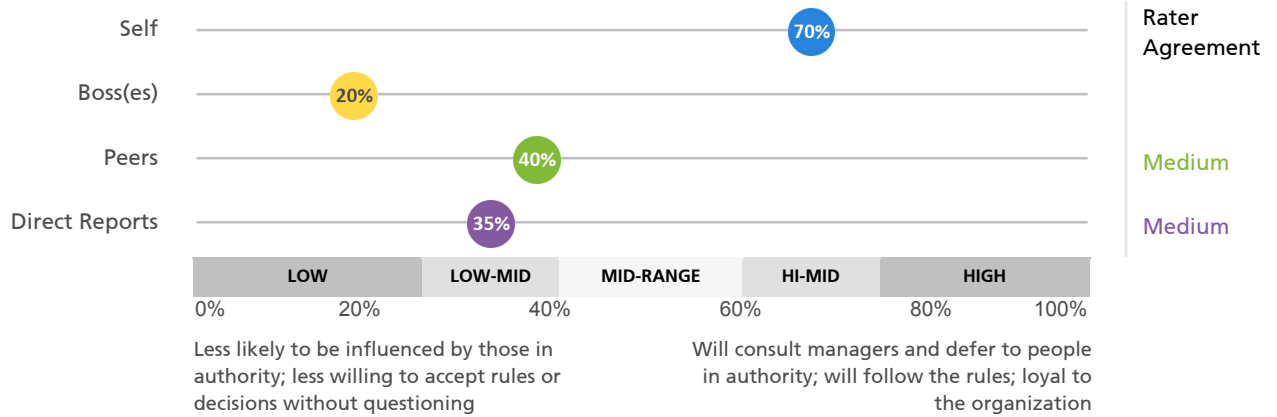
Valuing the ideas and opinions of others and collecting their input as part of your decision-making process.





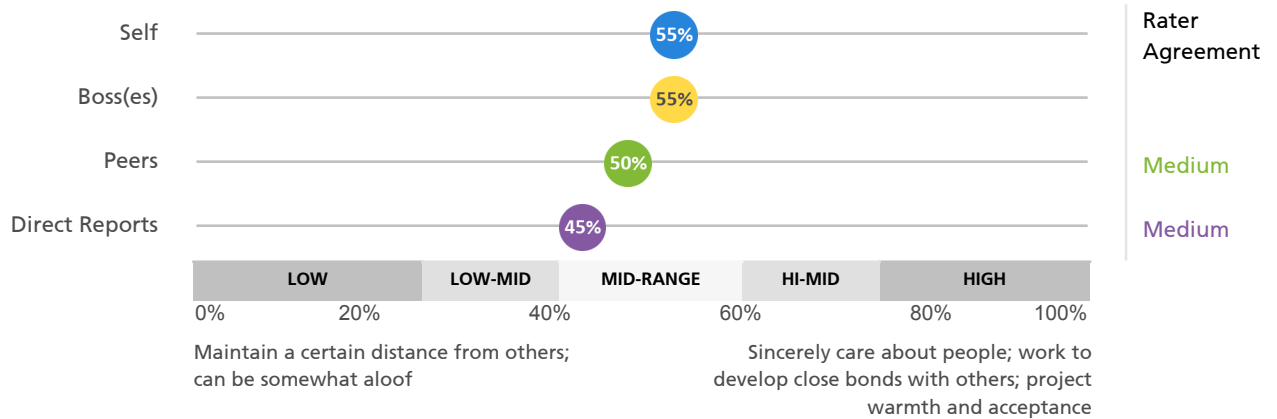
Authority

Showing loyalty to the organization; respecting the ideas and opinions of people in authority and using them as resources for information, direction, and decisions.



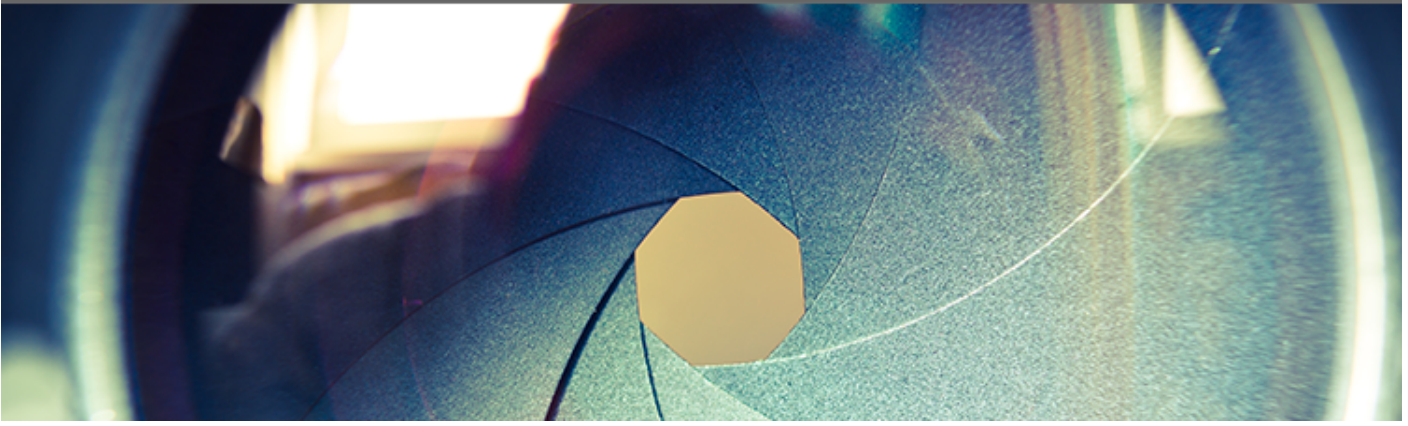
Empathy

Demonstrating an active concern for people and their needs by forming close and supportive relationships with others.



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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:

Organizational Culture: Organizations, like people, have different "personalities." These personalities define the culture of a specific organization and the leadership practices that are valued and rewarded by the organization as a whole.

Task or Function: Specific tasks require specific leadership behaviors. For example, a leadership position within the accounting function will certainly require some different behaviors 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 behavior acquisition; therefore, choose practices for which you think scores above the mid range would reflect more effective behavior 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.

Role Requirements Profile



Creating a Vision

Conservative

Innovative

Technical

Self

Strategic



Developing Followership

Persuasive

Outgoing

Excitement

Restraint



Implementing the Vision

Structuring

Tactical

Communication

Delegation



Following Through

Control

Feedback



Achieving Results

Management Focus

Dominant

Production



Team Playing

Cooperation

Consensual

Authority

Empathy

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 reported scores to the scores of each observer group.

In addition, a two 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 analyzed 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

- ☐ Strongly oriented toward the energizing, motivating aspects of leadership, but not always knowing exactly where things are headed or how to get there.
- ☐ Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.
- ☐ Not one to share a lot of information or outline plans and goals; inclined to let others figure things out for themselves.
- ☐ Willing to let others do the strategizing.



Developing Followership

- ☐ A persuasive individual who tends to depend upon instinct and intuition about an issue, but who has an ability for convincing others and bringing them along.
- ☐ Emotionally expressive when trying to persuade others; using enthusiasm, energy and emotional intensity in order to be more convincing.
- ☐ Emotionally expressive and reactive; openly spontaneous and energetic; making little effort to restrain or conceal emotions.
- ☐ Placing more emphasis on communicating in a convincing, persuasive and influential fashion than on communicating simply to share information.



Implementing the Vision

- ☐ Working on a day-to-day basis, without paying much attention to the long-range aspects of a problem or the specific details of how tasks are to be accomplished.
- ☐ Hands-on and involved in day-to-day action; willing to jump in and do what is necessary to get things done; impatient with structure, detail and organization, and unlikely to set up systems that will eliminate recurring problems.
- ☐ Flexible and adaptable, but perhaps disorganized; not tied to doing things the way they have always been done or likely to outline specific, step-by-step processes for task accomplishment.
- ☐ Focusing on short-term task accomplishment rather than planning and analyzing longer term and broader implications; a hands-on doer with a strong orientation towards approaches that are practical and results-oriented.



Following Through

- ☐ Frequently having to resolve problems that arise because the implications of activities have not been well thought through and progress on delegated assignments has not been tracked.
- ☐ Making little effort to establish or use structured, formal control systems to monitor and follow up on activities and assignments.
- ☐ Using energy and enthusiasm to motivate others and gain their emotional commitment, but placing little emphasis on following up to make sure work is performed as expected.
- ☐ Using persuasive abilities to gain the commitment of others in implementing plans, but expecting them to do the work correctly and on time without needing to be monitored.



Achieving Results

- ☐ Setting high standards for producing a large quantity of work and getting immediate results; tending to worry about today's problems without giving a great deal of thought to what might happen tomorrow.
- ☐ Setting high performance standards and showing emotional intensity in pushing for high level achievement.
- ☐ Setting high performance standards and expecting high levels of achievement, but not communicating a great deal about these.
- ☐ Setting high standards and expecting people to work hard to achieve these without needing to constantly have their activities monitored or their progress checked.

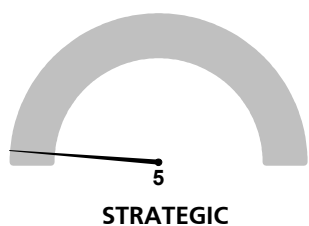


Team Playing

- ☐ Often skeptical initially but, once convinced, an effective presenter of organizational views.
- ☐ A nonconformist who tends to work outside of the traditional hierarchy; not inclined to look to management or to organizational tradition for direction and guidance.
- ☐ Inclined to question the long-range strategies of others and to rely more on personal instinct and intuition than on in-depth analysis and planning.
- ☐ Not always willing to accept decisions that are handed down, but tending to keep quiet about objections rather than communicating about them openly.

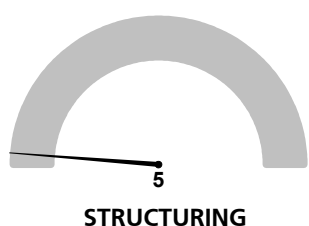
Developmental Opportunities

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:



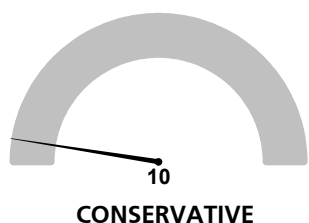
Description: In your leadership approach, you tend to focus more on the present than on the longer term implications of issues. You may be realistic and practical; you are likely to prefer pragmatic action to exhaustive analysis and planning. However, your professional development may require that you pay more attention to examining the longer-term and broader consequences of your actions and decisions. You may need to view the organization from a wider perspective and place more emphasis upon planning and anticipating problems and outcomes. You may need to see how your particular role is connected to the strategic objectives of the larger organization 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 your LEA Resource Guide



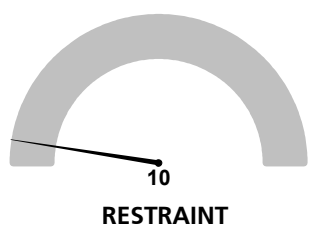
Description: Your approach to getting things done may be characterized by adaptability and flexibility. Rather than specifying exactly how tasks should be accomplished, you are likely to be open to suggestion or to let others decide for themselves. Your flexibility, however, may be achieved at the expense of being organized 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 organized 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 your LEA Resource Guide



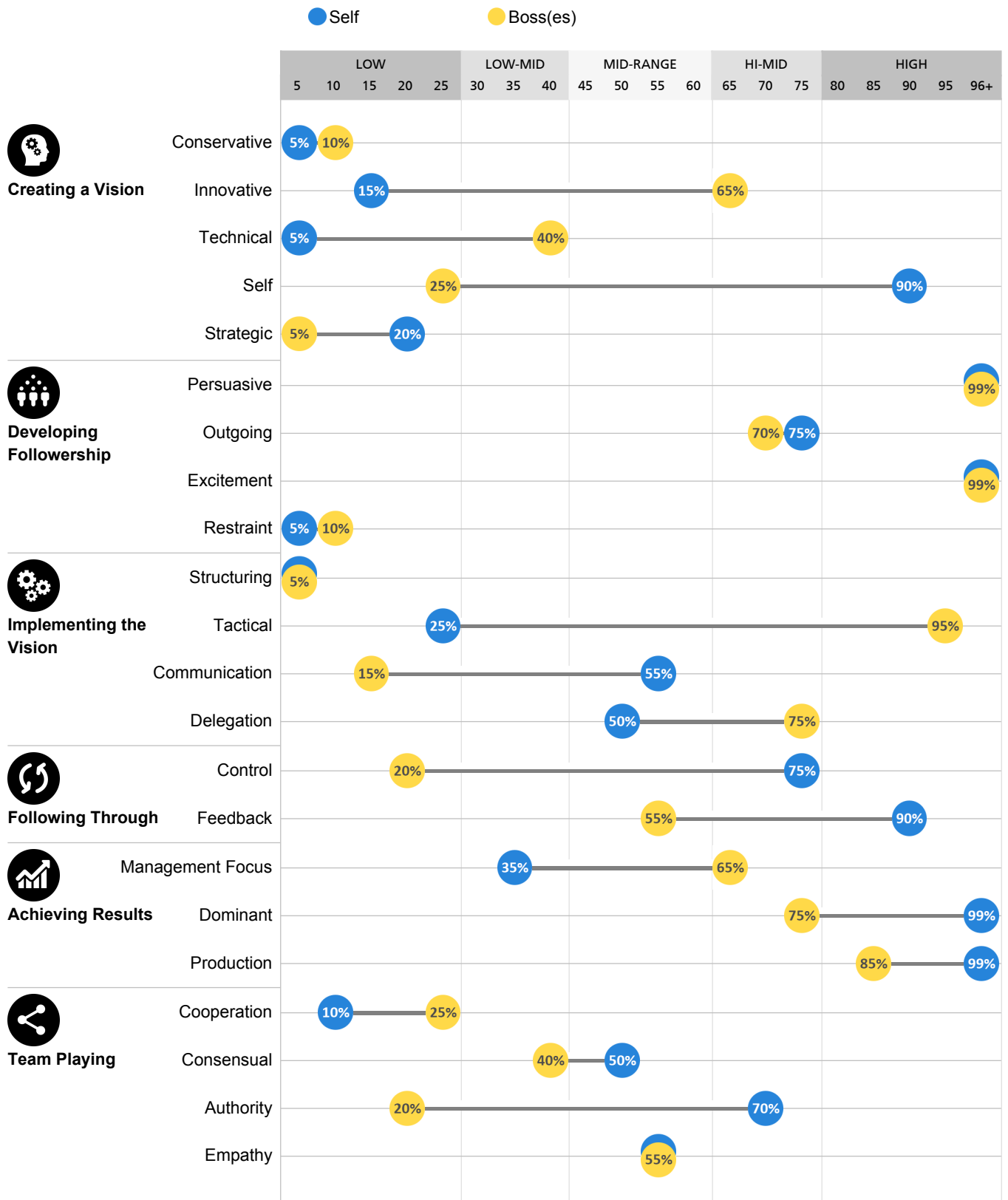
Description: You may be viewed as willing to challenge the status quo and to question blindly applying traditional strategies to current problems and opportunities. You may be critical of processes which preserve the way things have been done and are not sufficiently focused toward change. However, you 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 organization'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 utilize the organization's collective experience and wisdom to a greater extent.

Action: To address this issue, you may wish to strengthen your use of the Conservative Set. Please refer to your LEA Resource Guide



Description: You are likely to react to people, situations and events in a direct and spontaneous fashion. You are not inclined to try to conceal your feelings, regardless of whether they are positive or negative. Others are likely to know exactly how you feel about a situation. From a developmental perspective, however, you may have a tendency to overreact to issues and to be emotionally impulsive. You may not hold your emotions in check when it would be to your advantage to do so. You may divulge your reactions to issues prematurely, or find that your responses tend to exacerbate an already stressful and chaotic situation. You might find it beneficial to show more discipline in terms of your control over and consistency in your emotional expression.

Action: To address this issue, you may wish to strengthen your use of the Restraint Set. Please refer to your LEA Resource Guide



Perceptions of your Peers

The following summary presents the major interpretive points suggested by your **Peers** 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 analyzed 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

- ☐ Not one to share a lot of information or outline plans and goals; inclined to let others figure things out for themselves.
- ☐ Strongly oriented toward the energizing, motivating aspects of leadership, but not always knowing exactly where things are headed or how to get there.
- ☐ Using a more intuitive approach to problem solving, relying on instinct rather than in-depth knowledge or analysis of facts and information.



Developing Followership

- ☐ A sociable, friendly individual who emphasizes the importance of interpersonal relationships rather than spending time in exhaustive planning and analysis.
- ☐ Emotionally expressive and reactive; openly spontaneous and energetic; making little effort to restrain or conceal emotions.
- ☐ Friendly and extroverted; uninhibited in reaching out to others and able to establish relationships quickly.
- ☐ Placing more emphasis on communicating in a convincing, persuasive and influential fashion than on communicating simply to share information.



Implementing the Vision

- ☐ One who often depends on non-verbal cues and emotions to get a point across.
- ☐ Being sociable and friendly, but providing others with little information about tasks or expectations.
- ☐ One who believes in communicating only what others need to know, but is spontaneous and unreserved in delivering this information.
- ☐ Not highly organized; not inclined either to use policies and procedures or to communicate clear and adequate information to others in order to implement plans and decisions.



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.
- ☐ Frequently having to resolve problems that arise because the implications of activities have not been well thought through and progress on delegated assignments has not been tracked.
- ☐ 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.
- ☐ Giving feedback in an informal, unplanned manner rather than on the basis of a rational underlying strategy.



Achieving Results

- ☐ Preferring to lead by example; identified with the leadership role, but not highly communicative; one who tries to get messages across with a minimum of time, words or formal meetings.
- ☐ Comfortable taking charge of a group, but operating on an intuitive basis rather than using a logical, rational framework and seeking to understand how various areas within the organization interrelate.
- ☐ A take-charge leader who operates with a high level of emotional intensity and emphasizes the energizing, motivational aspects of the leadership role.
- ☐ Identified with achieving results through others, and adept at using persuasive abilities to gain the acceptance of others and build their commitment toward achieving goals and objectives.

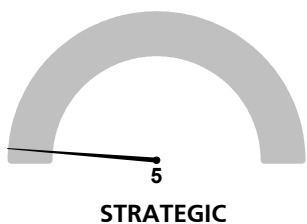


Team Playing

- ☐ Inclined to question the long-range strategies of others and to rely more on personal instinct and intuition than on in-depth analysis and planning.
- ☐ One who communicates quite sparingly and is not overly concerned about seeking input from others; keeping your own counsel.
- ☐ Operating on a more intuitive than analytical basis; less likely to seek the opinions and counsel of others in order to confirm the accuracy of intuitions.
- ☐ Taking a strongly assertive and competitive stance with others; willing to challenge others over conflicting goals and objectives.

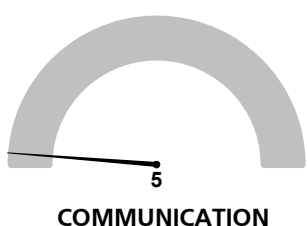
Developmental Opportunities

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:



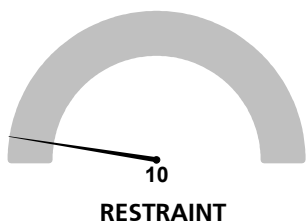
Description: In your leadership approach, you tend to focus more on the present than on the longer term implications of issues. You may be realistic and practical; you are likely to prefer pragmatic action to exhaustive analysis and planning. However, your professional development may require that you pay more attention to examining the longer-term and broader consequences of your actions and decisions. You may need to view the organization from a wider perspective and place more emphasis upon planning and anticipating problems and outcomes. You may need to see how your particular role is connected to the strategic objectives of the larger organization 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 your LEA Resource Guide



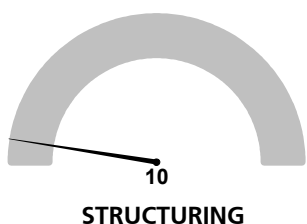
Description: You may be perceived as communicating in a concise manner. Rather than burdening people with too much information, you may tell others only what you think they need to know. However, your lower orientation toward communication may result in others seeing you as holding back information which 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 your LEA Resource Guide



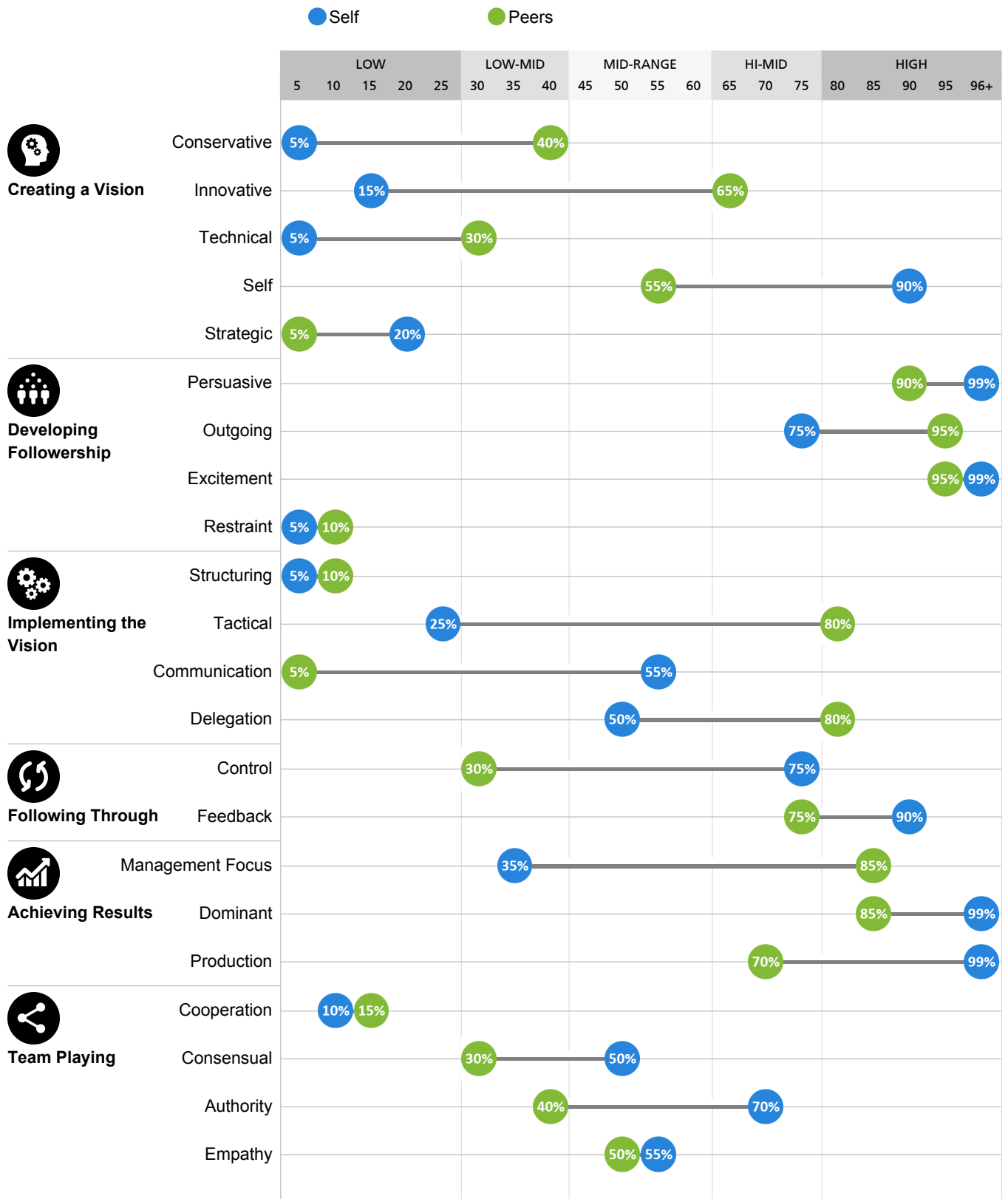
Description: You are likely to react to people, situations and events in a direct and spontaneous fashion. You are not inclined to try to conceal your feelings, regardless of whether they are positive or negative. Others are likely to know exactly how you feel about a situation. From a developmental perspective, however, you may have a tendency to overreact to issues and to be emotionally impulsive. You may not hold your emotions in check when it would be to your advantage to do so. You may divulge your reactions to issues prematurely, or find that your responses tend to exacerbate an already stressful and chaotic situation. You might find it beneficial to show more discipline in terms of your control over and consistency in your emotional expression.

Action: To address this issue, you may wish to strengthen your use of the Restraint Set. Please refer to your LEA Resource Guide



Description: Your approach to getting things done may be characterized 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 organized 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 organized 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 your LEA Resource Guide



Perceptions of your Direct Reports

The following summary presents the major interpretive points suggested by your **Direct Reports** 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 analyzed 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

- ☐ Strongly oriented toward the energizing, motivating aspects of leadership, but not always knowing exactly where things are headed or how to get there.
- ☐ Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.
- ☐ 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.
- ☐ Not one to share a lot of information or outline plans and goals; inclined to let others figure things out for themselves.



Developing Followership

- ☐ Using a strongly persuasive and assertive stance to convince others; taking a dominant and competitive position to gain influence.
- ☐ Emotionally expressive when trying to persuade others; using enthusiasm, energy and emotional intensity in order to be more convincing.
- ☐ A persuasive individual who tends to depend upon instinct and intuition about an issue, but who has an ability for convincing others and bringing them along.
- ☐ Emotionally expressive and reactive; openly spontaneous and energetic; making little effort to restrain or conceal emotions.



Implementing the Vision

- ☐ Working on a day-to-day basis, without paying much attention to the long-range aspects of a problem or the specific details of how tasks are to be accomplished.
- ☐ Flexible and adaptable, but perhaps disorganized; not tied to doing things the way they have always been done or likely to outline specific, step-by-step processes for task accomplishment.
- ☐ One who often depends on non-verbal cues and emotions to get a point across.
- ☐ One who believes in communicating only what others need to know, but is spontaneous and unreserved in delivering this information.



Following Through

- ☐ Using persuasive abilities to gain the commitment of others in implementing plans, but leaving nothing to chance and carefully monitoring activities to ensure that progress is being made.
- ☐ One who has good control systems in place and knows exactly what is going on, but who may base plans on short-term or intuitive thinking rather than rational, in-depth analysis, or may work from the strategies supplied by others.
- ☐ Very conscientious about monitoring and following up on activities and assignments, although unlikely to do this through formal, carefully structured control systems and procedures.
- ☐ Using energy and enthusiasm to gain the emotional commitment of others, but believing that "you get what you inspect, not what you expect" and having strong follow up systems in place.



Achieving Results

- ☐ Adopting a rather authoritative approach to the leadership role; feeling a personal responsibility for making decisions, and using an overtly assertive and directive manner to ensure these decisions are carried out.
- ☐ Identified with achieving results through others, and adept at using persuasive abilities to gain the acceptance of others and build their commitment toward achieving goals and objectives.
- ☐ Believing that the prime responsibility of a leader is to produce a large volume of work; setting ever higher standards, and expecting productivity to increase continuously.
- ☐ Comfortable taking charge of a group, but operating on an intuitive basis rather than using a logical, rational framework and seeking to understand how various areas within the organization interrelate.

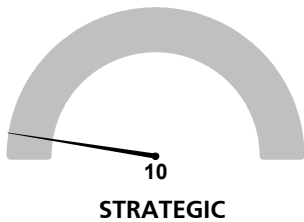


Team Playing

- ☐ Taking a strongly assertive and competitive stance with others; willing to challenge others over conflicting goals and objectives.
- ☐ Comfortable taking a leadership position in order to reach personal goals and objectives; not inclined to play the part of helpful teammate, or to try to facilitate results through a group or team effort.
- ☐ Inclined to question the long-range strategies of others and to rely more on personal instinct and intuition than on in-depth analysis and planning.
- ☐ Having a more competitive than collaborative approach; ready to play an assertive role in order to steer the group in a specific direction.

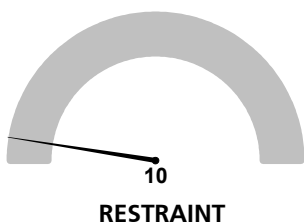
Developmental Opportunities

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:



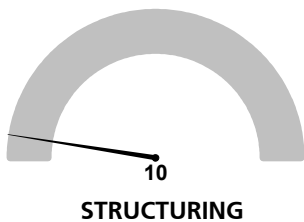
Description: In your leadership approach, you tend to focus more on the present than on the longer term implications of issues. You may be realistic and practical; you are likely to prefer pragmatic action to exhaustive analysis and planning. However, your professional development may require that you pay more attention to examining the longer-term and broader consequences of your actions and decisions. You may need to view the organization from a wider perspective and place more emphasis upon planning and anticipating problems and outcomes. You may need to see how your particular role is connected to the strategic objectives of the larger organization 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 your LEA Resource Guide



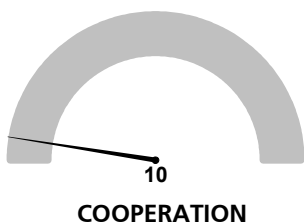
Description: You are likely to react to people, situations and events in a direct and spontaneous fashion. You are not inclined to try to conceal your feelings, regardless of whether they are positive or negative. Others are likely to know exactly how you feel about a situation. From a developmental perspective, however, you may have a tendency to overreact to issues and to be emotionally impulsive. You may not hold your emotions in check when it would be to your advantage to do so. You may divulge your reactions to issues prematurely, or find that your responses tend to exacerbate an already stressful and chaotic situation. You might find it beneficial to show more discipline in terms of your control over and consistency in your emotional expression.

Action: To address this issue, you may wish to strengthen your use of the Restraint Set. Please refer to your LEA Resource Guide



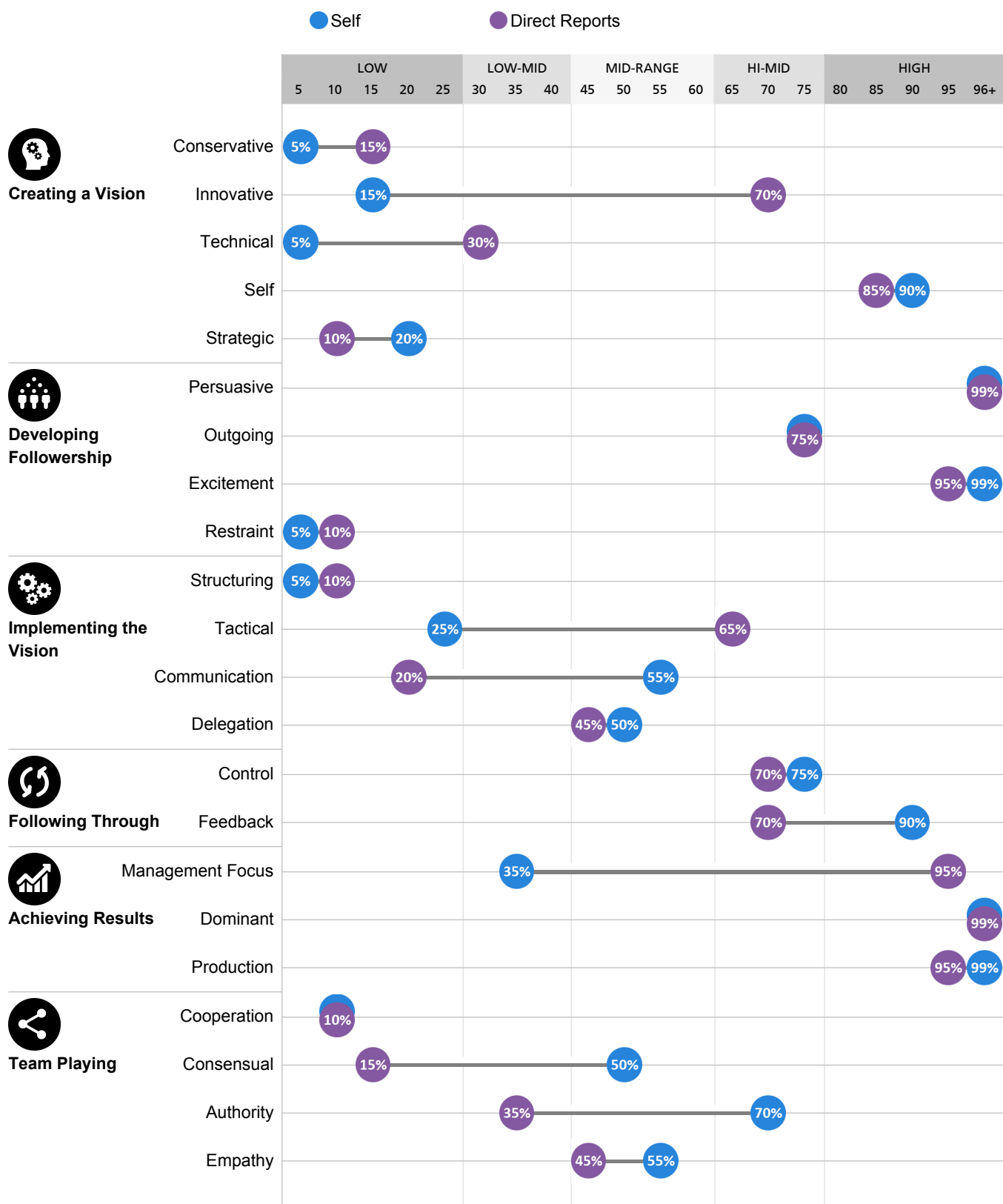
Description: Your approach to getting things done may be characterized by adaptability and flexibility. Rather than specifying exactly how tasks should be accomplished, you are likely to be open to suggestion or to let others decide for themselves. Your flexibility, however, may be achieved at the expense of being organized 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 organized 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.

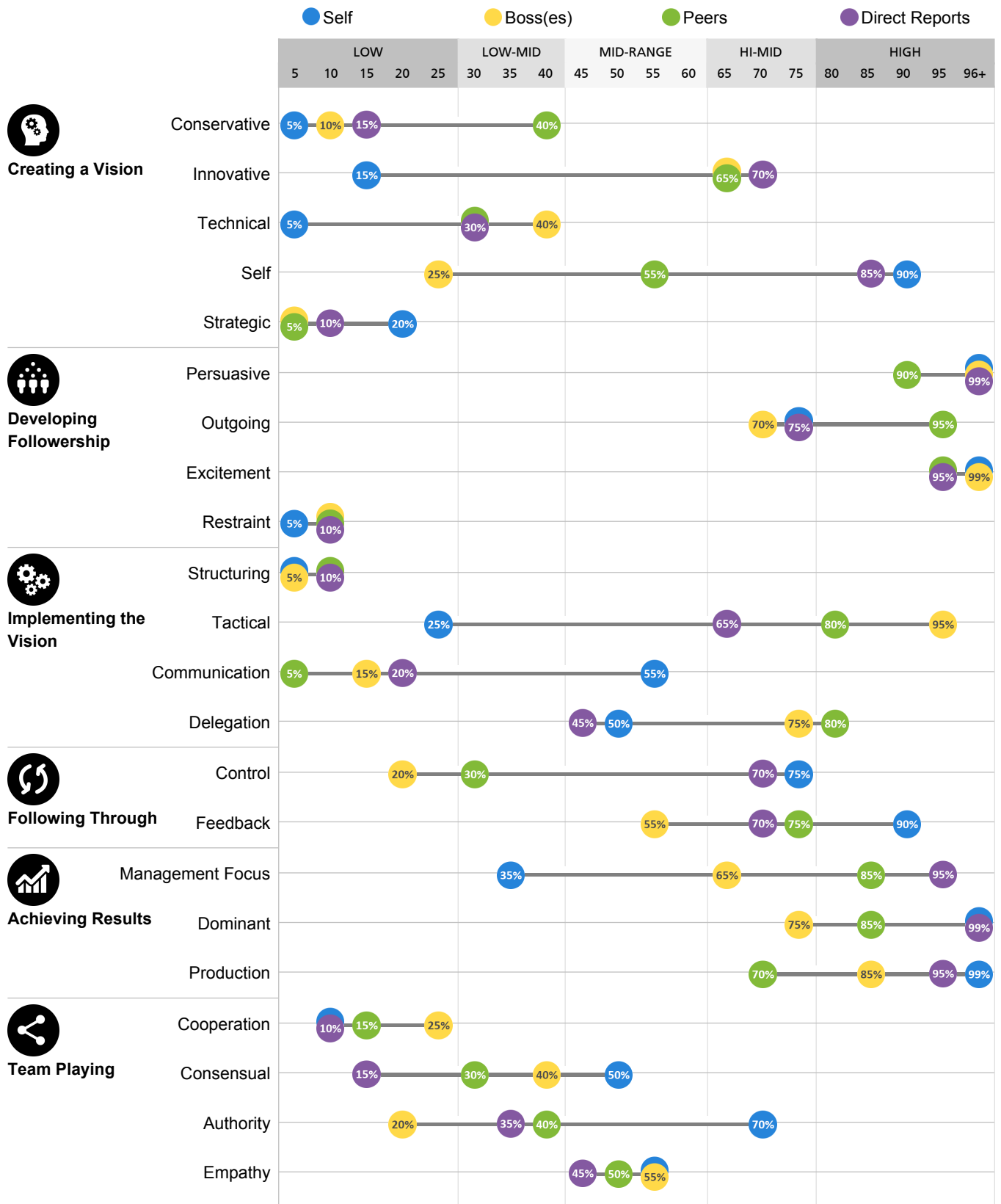
Action: To address this issue, you may wish to strengthen your use of the Structuring Set. Please refer to your LEA Resource Guide



Description: In your leadership role, you may believe that you make the best contribution to the organization by concentrating your attention on your own accountabilities. You may not view being helpful to others and accommodating or deferring to their interests and needs as a high priority. Your strong focus on your own activities may operate as both a strength and a weakness. Your approach may be a bit too singular and isolated; you may not fully recognize when it is important to collaborate or compromise for the good of the group or the organization. You might wish to consider the benefits of cooperation and look for ways to build more helpful, supportive alliances with your key constituents.

Action: To address this issue, you may wish to strengthen your use of the Cooperation Set. Please refer to your LEA Resource Guide





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