

**Leadership
Effectiveness
Analysis™**

Leadership 360 Report



**Management
Research Group®**

There is no limit to where insight can take you

Leadership 360® Report

Chris Williams

ABC Company

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	3
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: China n=1183 (Jan2012)

Presented by: Management Research Group, Inc™

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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

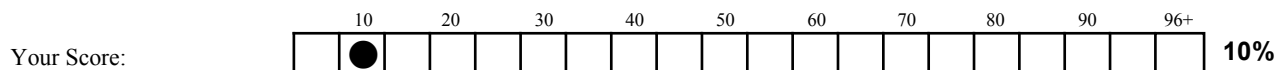
TECHNICAL

SELF

STRATEGIC

Traditional

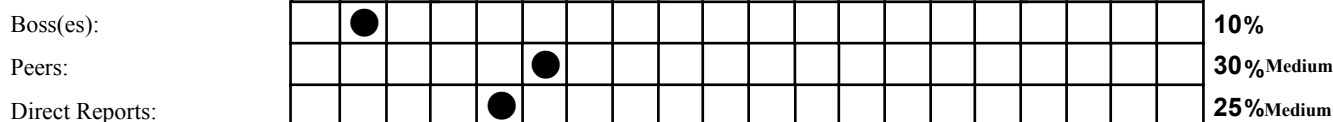
Studying problems in light of past practices to ensure predictability, reinforce the status quo and minimise risk.



Less focused on what has worked in the past; do not rely on precedents; less concern for acting cautiously

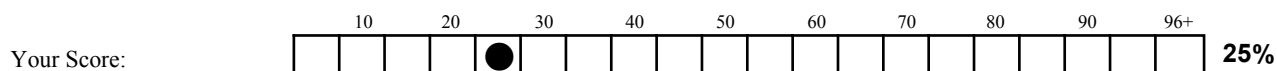
Respect tradition; rely on past practices; build on knowledge gained through experience

Rater Agreement:



Innovative

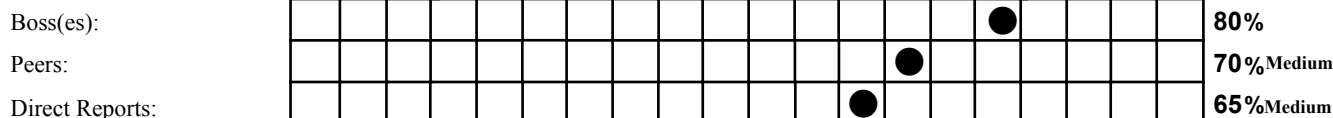
Feeling comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches.



Less attracted to exploring new ideas or approaches; leave well enough alone; avoid unnecessary risk-taking

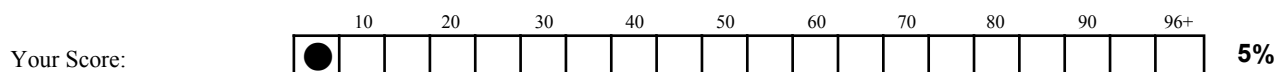
Welcome new ideas and perspectives; comfortable with change; willing to take risks; experimental attitude

Rater Agreement:



Technical

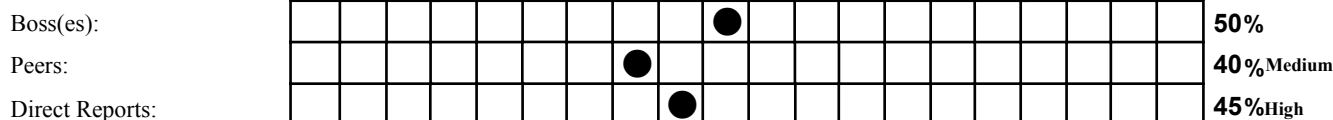
Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialised knowledge to study issues in depth and draw conclusions.



Prefer the role of generalist; less concerned with acquiring and utilising specific technical expertise

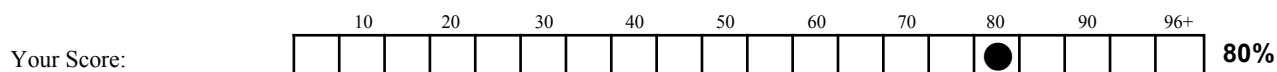
Emphasise in-depth knowledge; stay up-to-date in your field; base decisions on specific technical expertise

Rater Agreement:



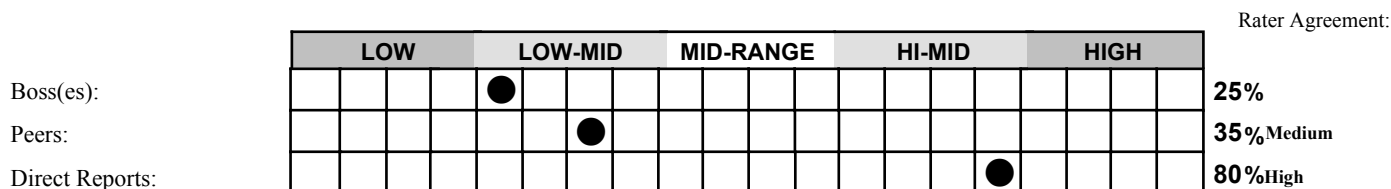
Self

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



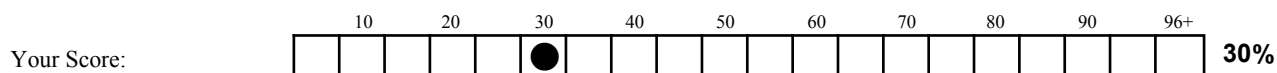
Influenced by others; less likely to make decisions entirely on your own; may be team-minded

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



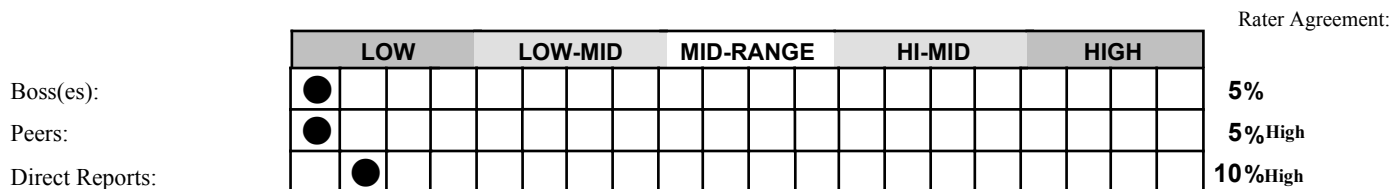
Strategic

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



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



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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 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 Followership are:

PERSUASIVE

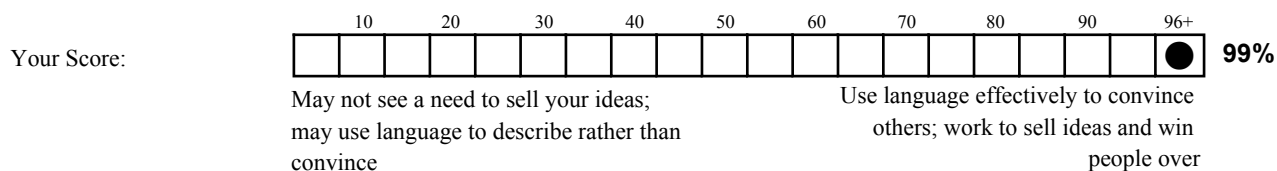
OUTGOING

EXCITEMENT

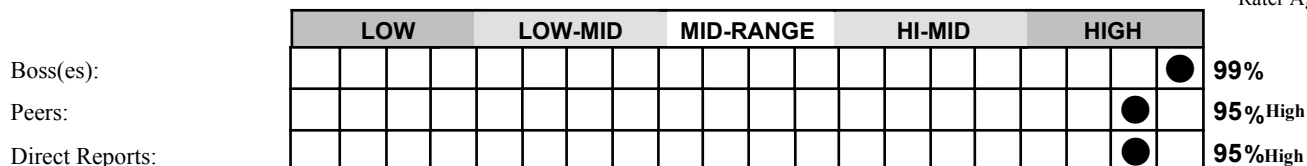
RESTRAINT

Persuasive

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

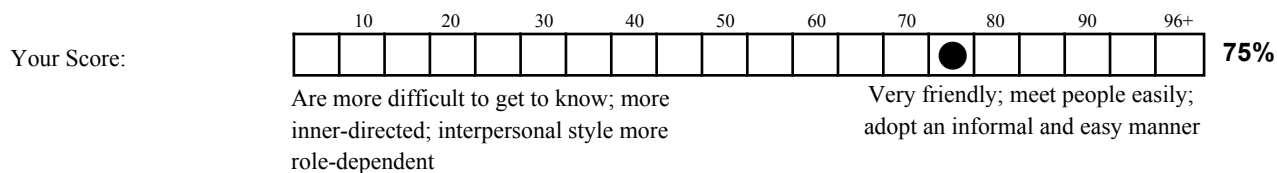


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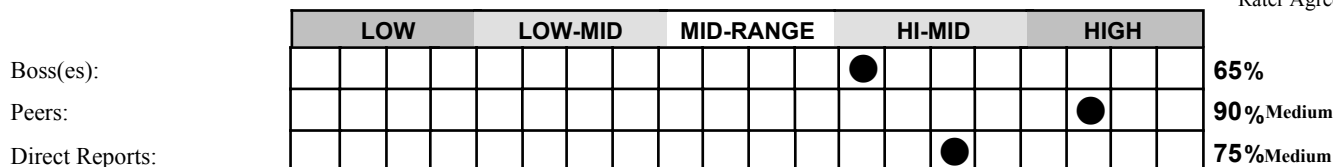


Outgoing

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

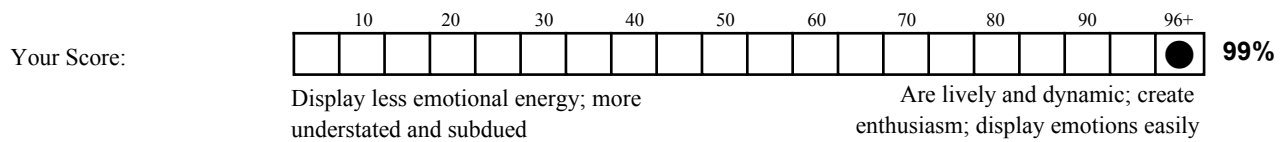


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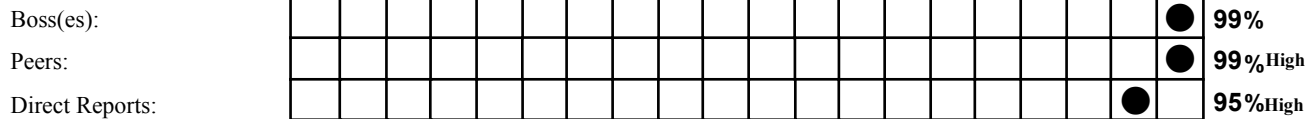


Excitement

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

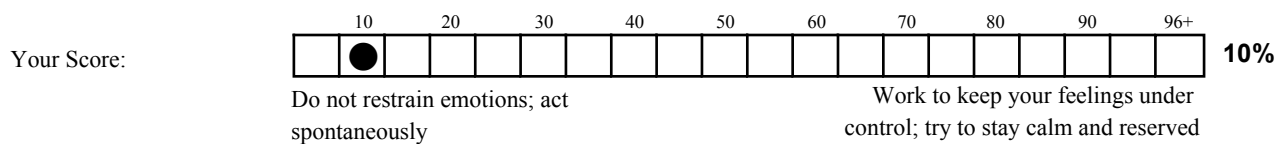


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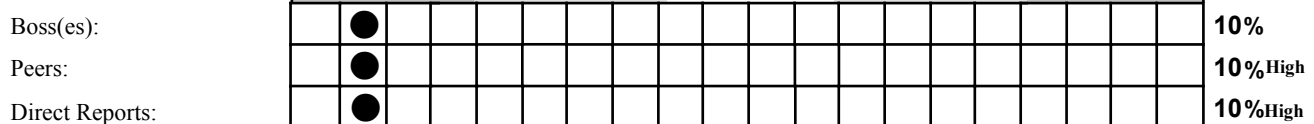


Restraint

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



Rater Agreement:



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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

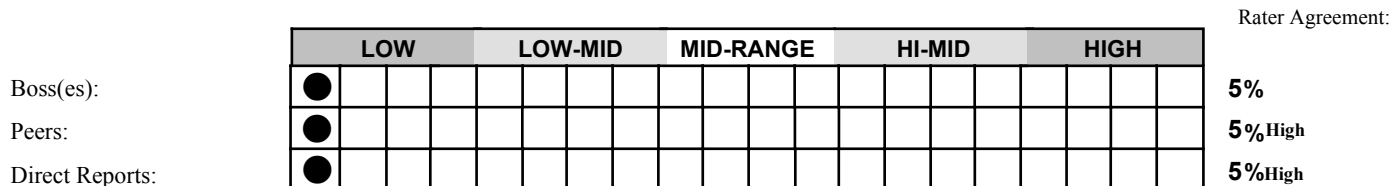
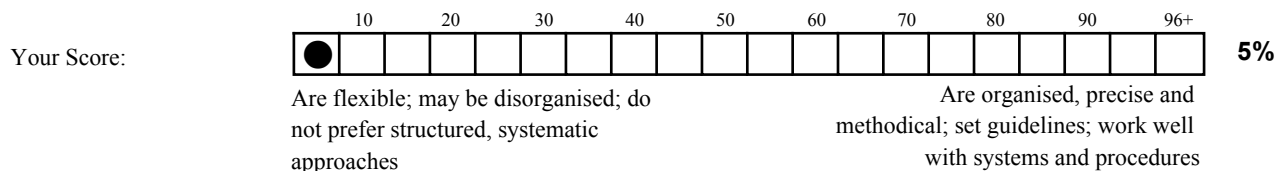
TACTICAL

COMMUNICATION

DELEGATION

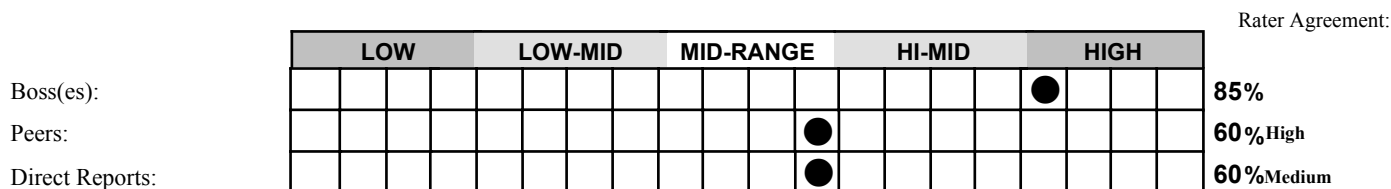
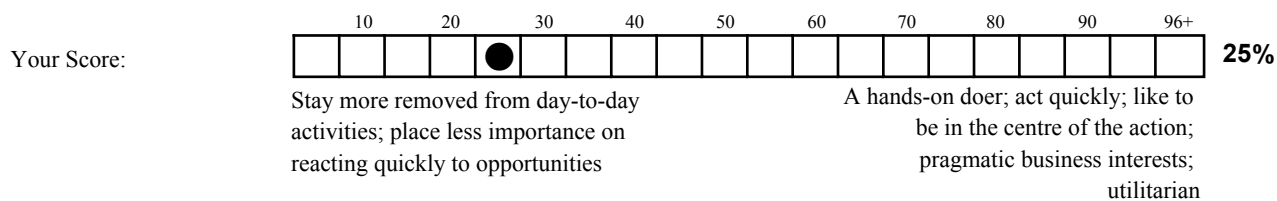
Structuring

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



Tactical

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



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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.

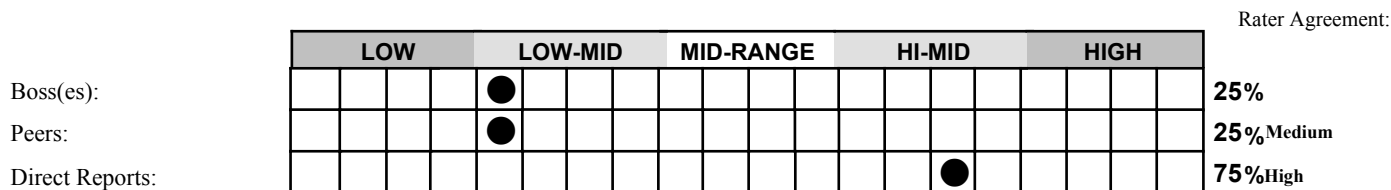
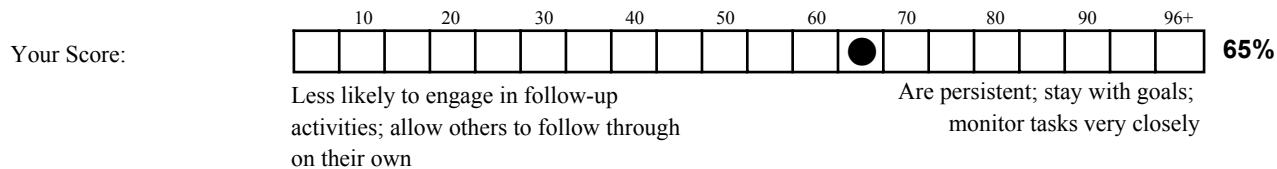
The two Sets involved in Following Through are:

CONTROL

FEEDBACK

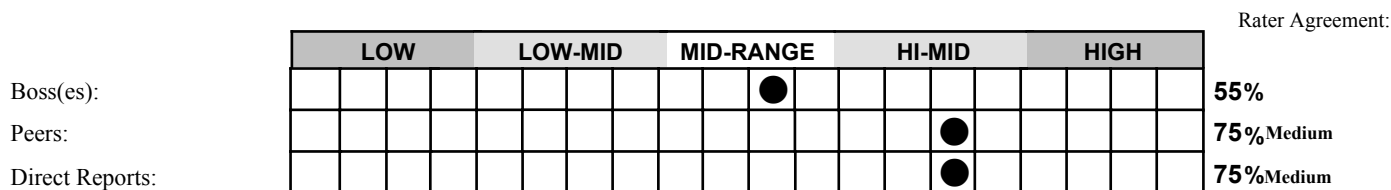
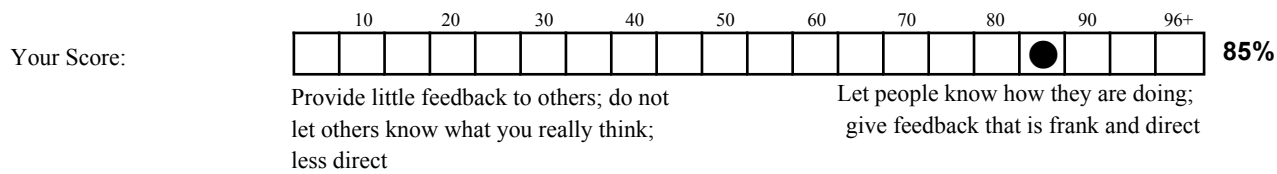
Control

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 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

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 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 organisation is often considered for even more responsibility in the future.

The four Sets involved in Team Playing are:

COOPERATION

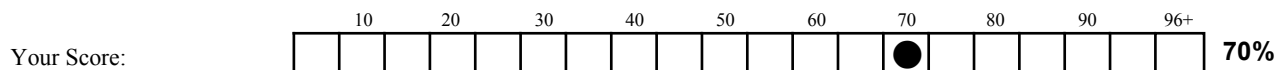
CONSENSUAL

AUTHORITY

EMPATHY

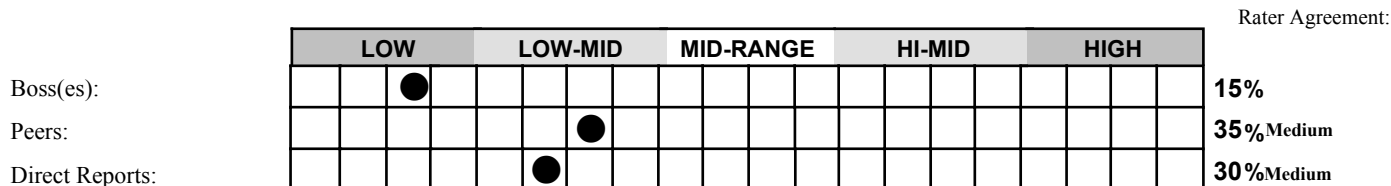
Authority

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



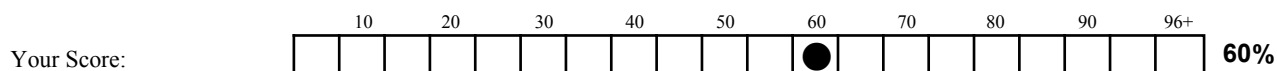
Less likely to be influenced by those in authority; less willing to accept rules or decisions without questioning

Will consult superiors and defer to people in authority; will follow the rules; loyal to the organisation



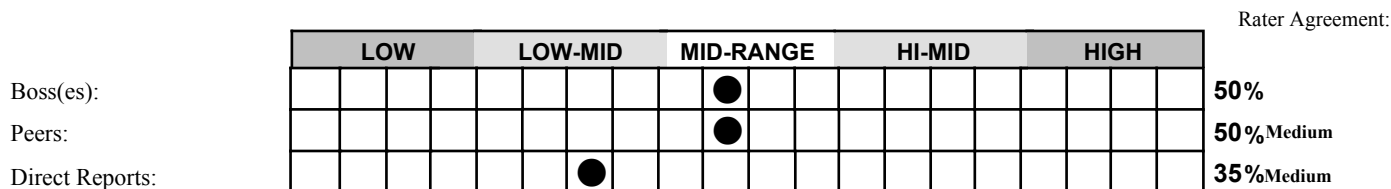
Empathy

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



Maintain a certain distance from others; can be somewhat aloof

Sincerely care about people; work to develop close bonds with others; projects warmth and acceptance



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ROLE REQUIREMENTS

Strategic Directions for ABC Company

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 your leadership role at this time. In order to make the most of this feedback, it will be important for you to determine which elements of your profile represent your particular strengths and which represent developmental opportunities.

Just as every individual is unique, so is every organisation. Organisations, like individuals, have different personalities, needs and objectives. These factors help define the specific leadership practices that will be needed within the organisation in order to support and achieve its business goals and objectives.

Recently, a group of key executives from your organisation engaged in a process called **Strategic Directions**. The purpose of the Strategic Directions Process was to determine which of the 22 LEA leadership practices will be essential for the overall organisation - practices that must be developed, strengthened and modeled by the organisation's leadership talent in order to achieve its corporate strategy and business objectives. This group determined that several LEA sets represent high priority leadership practices.

The following page presents a Leadership Effectiveness Analysis™ profile showing the Strategic Directions for ABC Company.

This information is presented as a grey band on the scale for each leadership practice designated as a Strategic Direction for your organisation. The grey band represents the ideal or "target" range which the organisation wants its members to achieve as individuals on that particular leadership practice.

Review these Strategic Directions and keep them in mind as you study the rest of your Personal Feedback Report and begin your developmental action planning. Because the Strategic Directions represent key priorities for the overall organisation, you may find them to be especially helpful in guiding your thinking and establishing your own priorities.

LEADERSHIP EFFECTIVENESS ANALYSIS

Strategic Directions 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+
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										

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.
- ☐ Not one to share a lot of information or outline plans and goals; inclined to let others work things out for themselves.
- ☐ Willing to embrace new, experimental, possibly risky approaches without thoroughly analysing them for their broader and longer-term implications and impact.
- ☐ Willing to let others do the strategising.

Developing Followers

- ☐ A persuasive individual who tends to depend upon intuition about an issue, but who has an ability for convincing others and bringing them along.
- ☐ Placing more emphasis on communicating in a convincing, persuasive and influential fashion than on communicating simply to share information.
- ☐ Using a strongly persuasive and assertive stance to convince others; taking a dominant and competitive position to gain influence.
- ☐ Able to be persuasive and convincing, but more likely to use a soft approach than to appear to advocate strongly held convictions.

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 just how tasks are to be accomplished.
- ☐ 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.
- ☐ Focusing on short-term task accomplishment rather than planning and analysing longer range and broader implications; a hands-on doer with a strong orientation towards approaches that are practical and results-oriented.
- ☐ 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 organisation, and unlikely to set up systems that will eliminate recurring problems.

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.
- ☐ 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.
- ☐ Making little effort to establish or use structured, formal control systems to monitor and follow up on activities and assignments.
- ☐ Making little use of formal procedures to monitor and follow-up; keeping track of delegated assignments through personal, informal knowledge gained from being actively involved in task accomplishment.

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.
- ☐ Willing to push others to achieve according to personal high standards of performance, even if these are higher than the expectations of superiors.
- ☐ 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 organisation interrelate.
- ☐ Identified with achieving results through others, and adept at using persuasive abilities to gain the acceptance of others and build their commitment to achieving goals and objectives.

Team Playing

- ☐ Often sceptical initially but, once convinced, an effective presenter of organisational views.
- ☐ A nonconformist who tends to work outside of the traditional hierarchy; not inclined to look to superiors or to organisational 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 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:

STRATEGIC (5%)

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 anticipate 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.

COMMUNICATION (20%)

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.

CONSENSUAL (35%)

Description: In your approach to decision making, you do not tend to invite others to provide you with input and advice. You may believe that you have all the information you need to make a decision, or that you must make decisions quickly and don't have the time to involve others. However, your independent style may be giving others the impression that you do not value their knowledge and opinions as much as your own. By placing little emphasis on gathering input from others, you may negatively affect the overall quality of your decisions. Or, you may make decisions without gaining the full commitment of the people who are expected to implement them. You may need to pay more attention to proactively seeking and using the expertise, information and opinions that others have to offer.

Action: To address this issue, you may wish to strengthen your use of the Consensual Set. Please refer to pages 56-57 in your LEA Resource Guide.

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.

LEADERSHIP EFFECTIVENESS ANALYSIS™

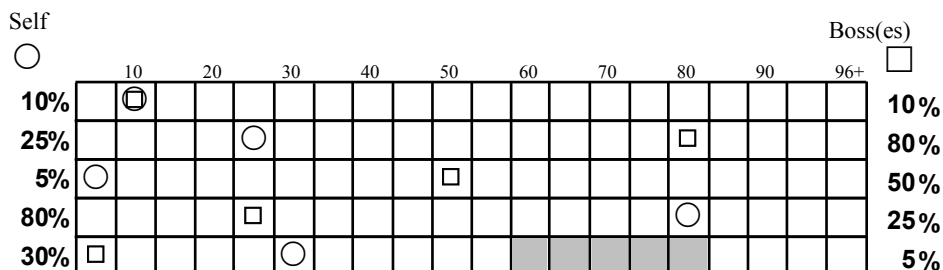
Self vs. Boss Profile Summary

LOW	LOW-MID	MID-RANGE	HI-MID	HIGH
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Rater Agreement:

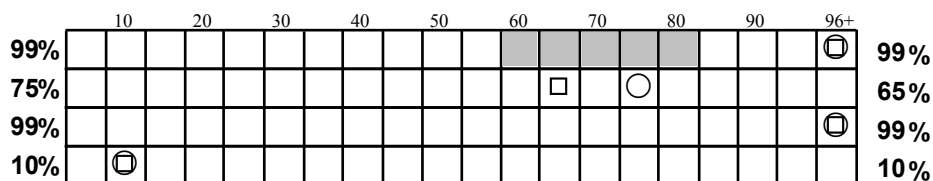
Creating a Vision

Traditional
Innovative
Technical
Self
Strategic



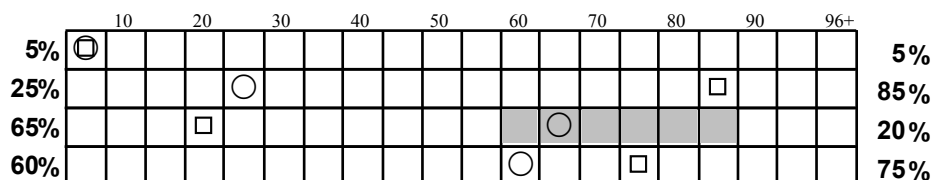
Developing Followers

Persuasive
Outgoing
Excitement
Restraint



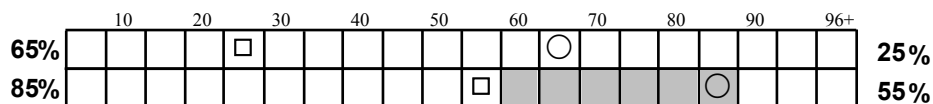
Implementing the Vision

Structuring
Tactical
Communication
Delegation



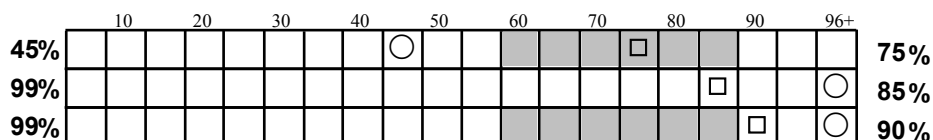
Following Through

Control
Feedback



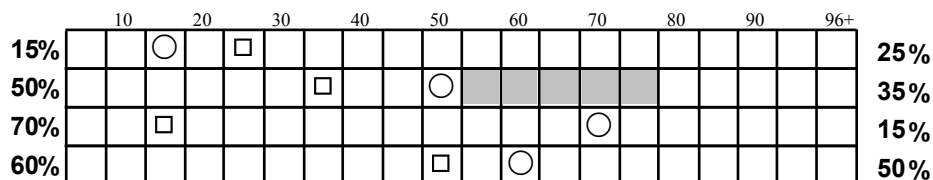
Achieving Results

Management Focus
Dominant
Production



Team Playing

Cooperation
Consensual
Authority
Empathy



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

- ☐ Strongly oriented towards the energising, motivating aspects of leadership, but not always knowing exactly where things are headed or how to get there.
- ☐ Not one to share a lot of information or outline plans and goals; inclined to let others work things out for themselves.
- ☐ Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.
- ☐ Willing to embrace new, experimental, possibly risky approaches without thoroughly analysing them for their broader and longer-term implications and impact.

Developing Followers

- ☐ A persuasive individual who tends to depend upon 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 just how tasks are to be accomplished.
- ☐ One who often depends on non-verbal cues and emotions to get a point across.
- ☐ 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.
- ☐ One who believes in communicating only what others need to know, but is spontaneous and unreserved in delivering this information.

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.
- ☐ 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.
- ☐ 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.

Achieving Results

- ☐ 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 organisation interrelate.
- ☐ A take-charge leader who operates with a high level of emotional intensity and emphasises the energising, motivational aspects of the leadership role.
- ☐ 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.
- ☐ Identified with achieving results through others, and adept at using persuasive abilities to gain the acceptance of others and build their commitment to 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.
- ☐ Comfortable taking a leadership position in order to reach personal goals and objectives; not inclined to play the part of helpful team mate, or to try to facilitate results through a group or team effort.
- ☐ Taking a strongly assertive and competitive stance with others; willing to challenge others over conflicting goals and objectives.
- ☐ 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 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 (5%)

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.

STRATEGIC (5%)

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 anticipate 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.

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.

RESTRAINT (10%)

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.

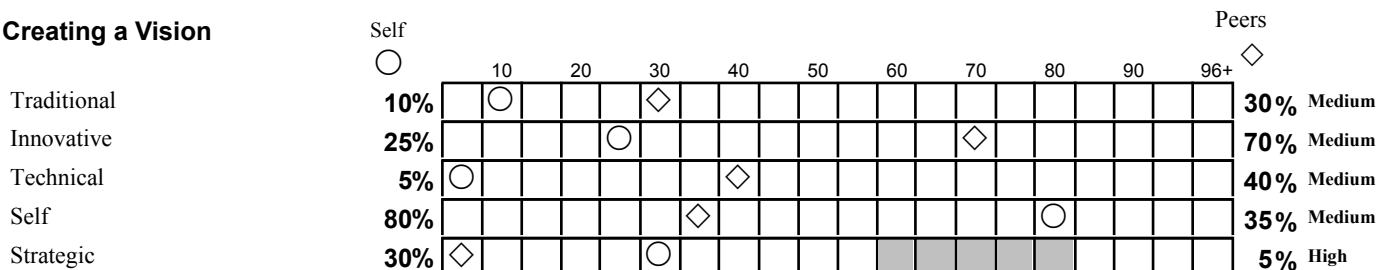
Action: To address this issue, you may wish to strengthen your use of the Restraint Set. Please refer to pages 26-27 in your LEA Resource Guide.

LEADERSHIP EFFECTIVENESS ANALYSIS™

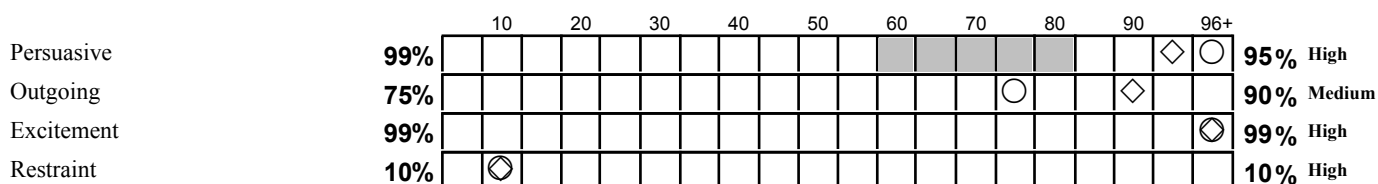
Self vs. Peer Profile Summary

LOW	LOW-MID	MID-RANGE	HI-MID	HIGH	Rater Agreement:
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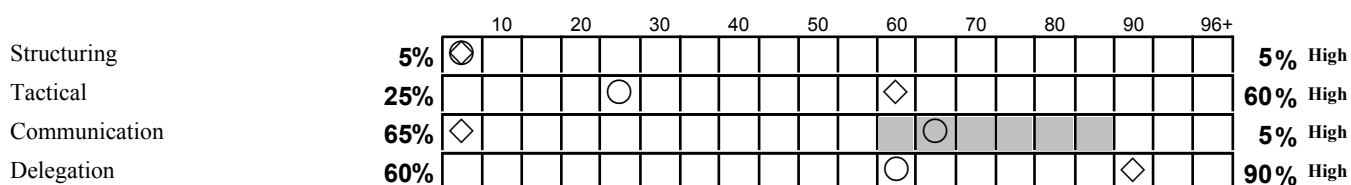
Creating a Vision



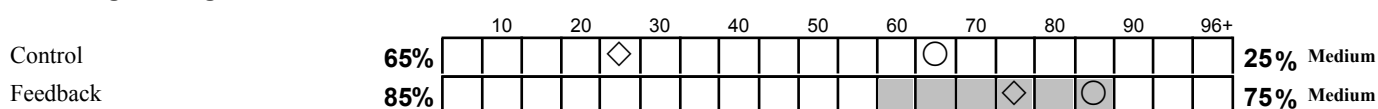
Developing Followers



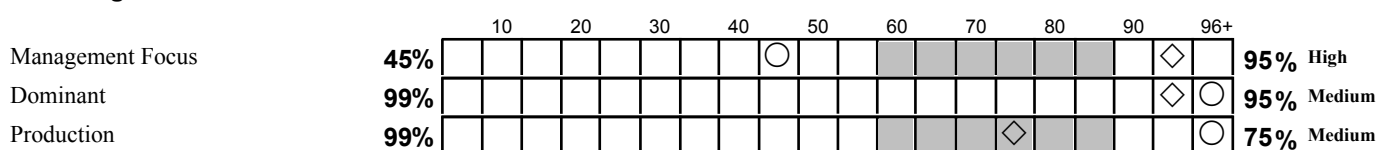
Implementing the Vision



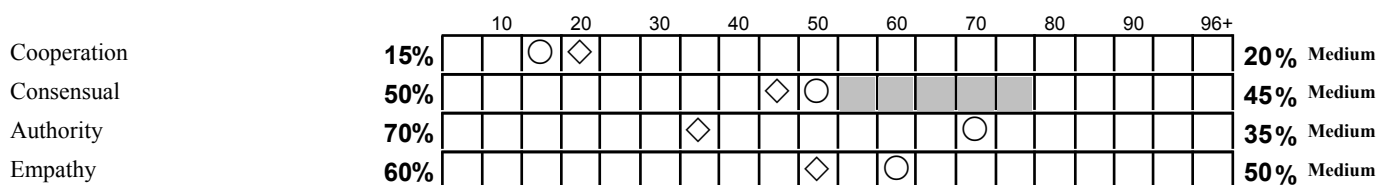
Following Through



Achieving Results



Team Playing



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

- ☐ Strongly oriented towards the energising, motivating aspects of leadership, but not always knowing exactly where things are headed or how to get there.
- ☐ 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.
- ☐ Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.

Developing Followers

- ☐ Using a strongly persuasive and assertive stance to convince others; taking a dominant and competitive position to gain influence.
- ☐ A persuasive individual who tends to depend upon 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.

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 just how tasks are to be accomplished.
- ☐ 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.
- ☐ 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

- ☐ Very conscientious about monitoring and following up on activities and assignments, although unlikely to do this through formal, carefully structured control systems and procedures.
- ☐ 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.
- ☐ Giving feedback in an informal, unplanned manner rather than on the basis of a rational underlying strategy.
- ☐ 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.

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.
- ☐ 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 organisation interrelate.
- ☐ Identified with achieving results through others, and adept at using persuasive abilities to gain the acceptance of others and build their commitment to achieving goals and objectives.
- ☐ A take-charge leader who operates with a high level of emotional intensity and emphasises the energising, motivational aspects of the leadership role.

Team Playing

- ☐ Comfortable taking a leadership position in order to reach personal goals and objectives; not inclined to play the part of helpful team mate, or to try to facilitate results through a group or team effort.
- ☐ Taking a strongly assertive and competitive stance with others; willing to challenge others over conflicting goals and objectives.
- ☐ 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.
- ☐ A take-charge leader who does not favour participative management approaches and is not likely to ask for or consider input from others.

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:

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.

STRATEGIC (10%)

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 anticipate 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.

CONSENSUAL (15%)

Description: In your approach to decision making, you do not tend to invite others to provide you with input and advice. You may believe that you have all the information you need to make a decision, or that you must make decisions quickly and don't have the time to involve others. However, your independent style may be giving others the impression that you do not value their knowledge and opinions as much as your own. By placing little emphasis on gathering input from others, you may negatively affect the overall quality of your decisions. Or, you may make decisions without gaining the full commitment of the people who are expected to implement them. You may need to pay more attention to proactively seeking and using the expertise, information and opinions that others have to offer.

Action: To address this issue, you may wish to strengthen your use of the Consensual Set. Please refer to pages 56-57 in your LEA Resource Guide.

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.

LEADERSHIP EFFECTIVENESS ANALYSIS™

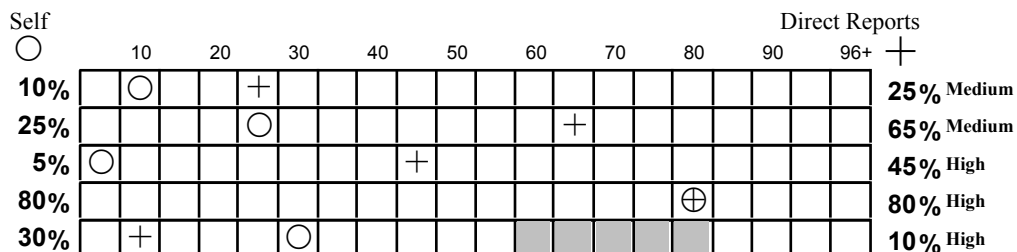
Self vs. Direct Report Profile Summary

LOW	LOW-MID	MID-RANGE	HI-MID	HIGH
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Rater Agreement:

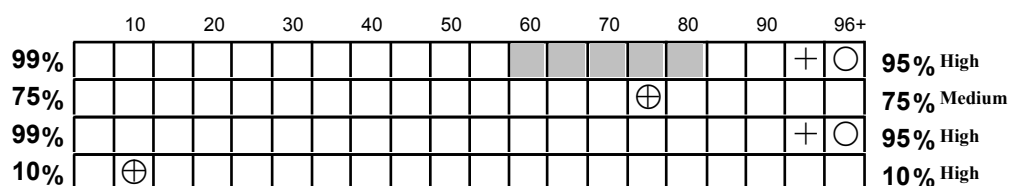
Creating a Vision

Traditional
Innovative
Technical
Self
Strategic



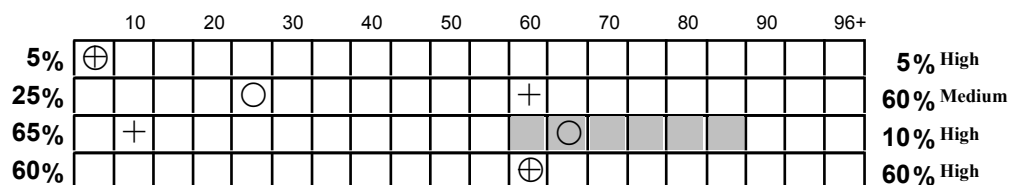
Developing Followers

Persuasive
Outgoing
Excitement
Restraint



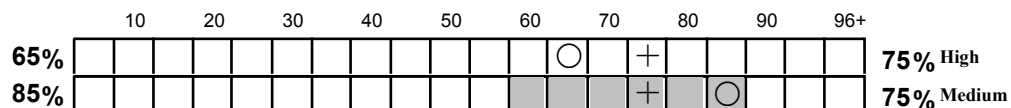
Implementing the Vision

Structuring
Tactical
Communication
Delegation



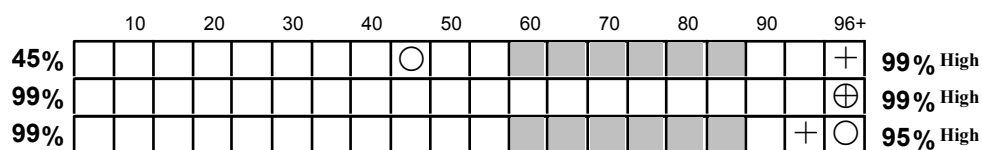
Following Through

Control
Feedback



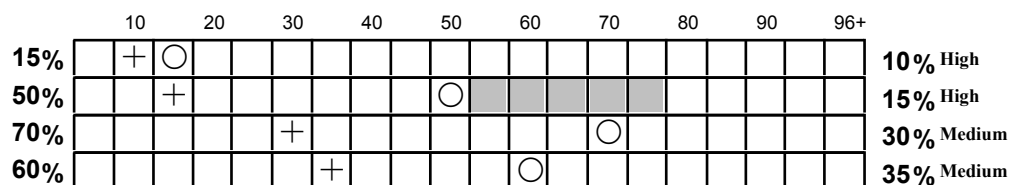
Achieving Results

Management Focus
Dominant
Production



Team Playing

Cooperation
Consensual
Authority
Empathy



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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

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

Developing Followers

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

Implementing the Vision

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

Following Through

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

Achieving Results

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

Team Playing

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

- = Self
□ = Boss(es)
◇ = Peers
+ = Direct Reports

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There is no limit to where insight can take you

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