

Leadership 360® Report

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

The **Leadership 360® 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:

| | |
|---------------------|---|
| 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: North America n=91964 (Jan2012)

Presented by: Management Research Group

TABLE OF CONTENTS

| | |
|--|----|
| Introduction | 3 |
| Profile Elements | 3 |
| Using the LEA Resource Guide | 4 |
| Creating A Vision | 5 |
| Conservative | 6 |
| Innovative | 6 |
| Technical | 6 |
| Self | 7 |
| Strategic | 7 |
| Developing Followership | 9 |
| Persuasive | 10 |
| Outgoing | 10 |
| Excitement | 11 |
| Restraint | 11 |
| Implementing The Vision | 13 |
| Structuring | 14 |
| Tactical | 14 |
| Communication | 15 |
| Delegation | 15 |
| Following Through | 17 |
| Control | 18 |
| Feedback | 18 |
| Achieving Results | 19 |
| Management Focus | 20 |
| Dominant | 20 |
| Production | 20 |
| Team Playing | 21 |
| Cooperation | 22 |
| Consensual | 22 |
| Authority | 23 |
| Empathy | 23 |
| Role Requirements | 25 |
| LEA Profile: Role Requirements | 26 |
| Profile Review | 27 |
| Perceptions of Your Boss | 28 |
| Developmental Opportunities with Your Boss | 30 |
| LEA Profile: Boss vs. Self | 31 |
| Perceptions of Your Peers | 32 |
| Developmental Opportunities with Your Peers | 34 |
| LEA Profile: Peers vs. Self | 35 |
| Perceptions of Your Direct Reports | 36 |
| Developmental Opportunities with Your Direct Reports | 38 |
| LEA Profile: Direct Reports vs. Self | 39 |
| LEA Profile: Self vs. All Observers | 41 |

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 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 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:

1. Before you open your Personal Feedback Report and begin to process your feedback data, turn to page 5 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.
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 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 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 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 him or her.

The five Sets involved in Creating a Vision are:

CONSERVATIVE

INNOVATIVE

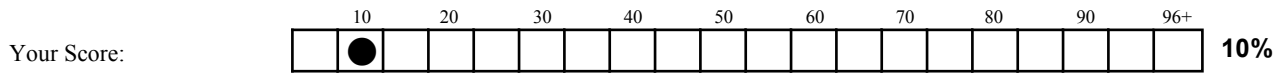
TECHNICAL

SELF

STRATEGIC

Conservative

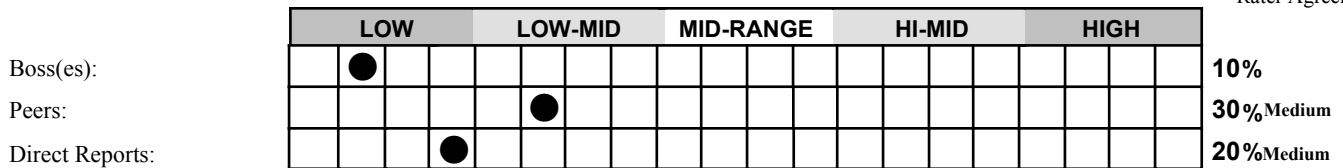
Studying problems in light of past practices to ensure predictability, reinforce the status quo and minimize risk.



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

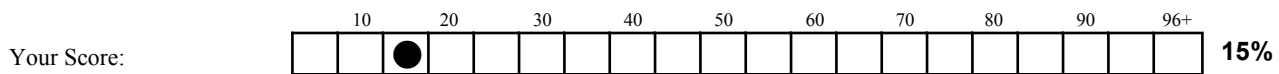
Respect tradition; rely on past practices; build on knowledge gained through experience

Rater Agreement:



Innovative

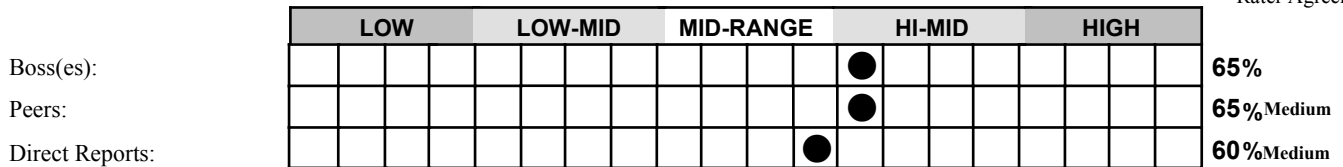
Feeling comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches.



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

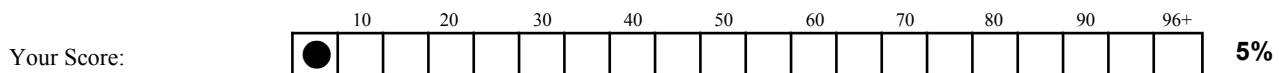
Welcome new ideas and perspectives; comfortable with change; willing to take risks; experimental attitude

Rater Agreement:



Technical

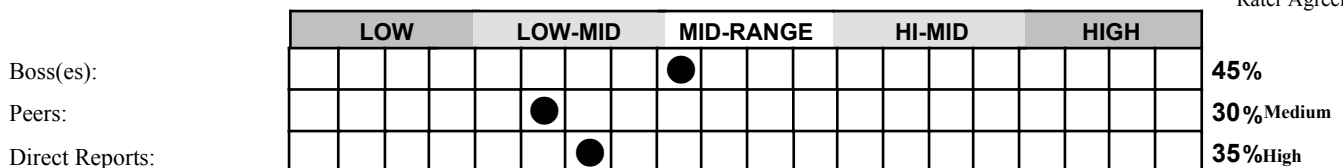
Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialized knowledge to study issues in depth and draw conclusions.



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

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

Rater Agreement:



Self

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

Your Score:

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

85%

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

Rater Agreement:

| | LOW | LOW-MID | MID-RANGE | HI-MID | HIGH | | |
|-----------------|-----|----------|-----------|--------|----------|--|-------------------|
| Boss(es): | | ● | | | | | 25% |
| Peers: | | | ● | | | | 35% Medium |
| Direct Reports: | | | | | ● | | 80% High |

Strategic

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

Your Score:

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

30%

Focus on the present; trust your instincts rather than analyze 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

Rater Agreement:

| | LOW | LOW-MID | MID-RANGE | HI-MID | HIGH | | |
|-----------------|----------|----------|-----------|--------|------|--|-----------------|
| Boss(es): | ● | | | | | | 5% |
| Peers: | ● | | | | | | 5% High |
| Direct Reports: | | ● | | | | | 10% High |

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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 superiors. 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

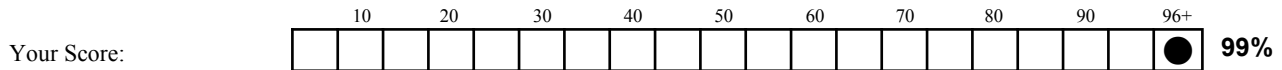
OUTGOING

EXCITEMENT

RESTRAINT

Persuasive

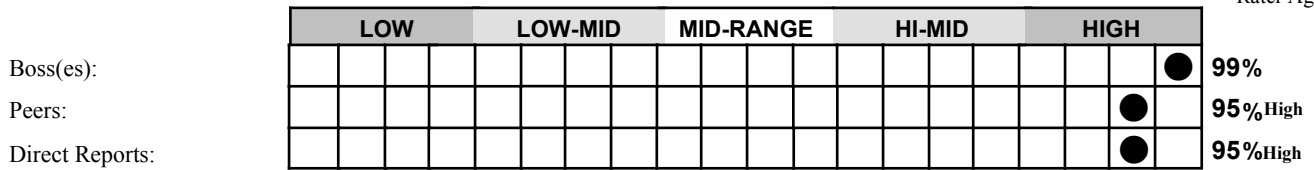
Building commitment by convincing others and winning them over to your point of view.



May not see a need to sell your ideas;
may use language to describe rather than convince

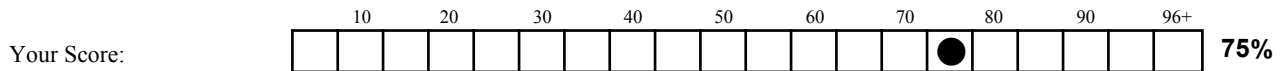
Use language effectively to convince others; work to sell ideas and win people over

Rater Agreement:



Outgoing

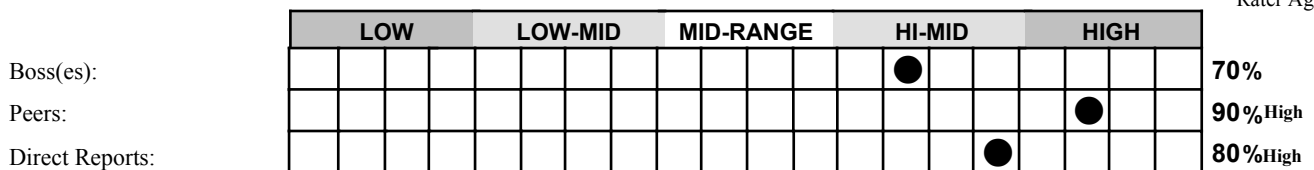
Acting in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships.



Are more difficult to get to know; more inner-directed; interpersonal style more role-dependent

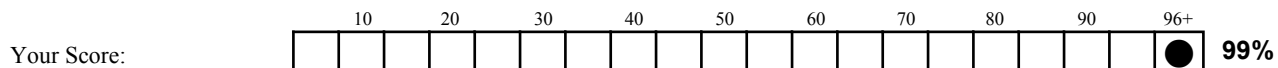
Very friendly; meet people easily; adopt an informal and easy manner

Rater Agreement:



Excitement

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



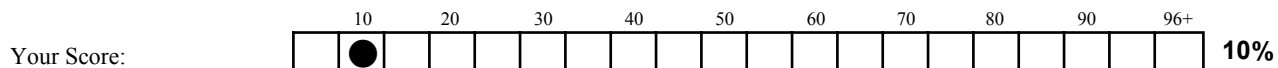
Display less emotional energy; more understated and subdued Are lively and dynamic; create enthusiasm; display emotions easily

Rater Agreement:

| | LOW | LOW-MID | MID-RANGE | HI-MID | HIGH | |
|-----------------|-----|---------|-----------|--------|------|-------------------|
| Boss(es): | | | | | | ● 99% |
| Peers: | | | | | | ● 99% High |
| Direct Reports: | | | | | ● | 95% High |

Restraint

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



Do not restrain emotions; act spontaneously Work to keep your feelings under control; try to stay calm and reserved

Rater Agreement:

| | LOW | LOW-MID | MID-RANGE | HI-MID | HIGH | |
|-----------------|-----|---------|-----------|--------|------|-----------------|
| Boss(es): | ● | | | | | 10% |
| Peers: | | ● | | | | 15% High |
| Direct Reports: | | ● | | | | 15% High |

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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

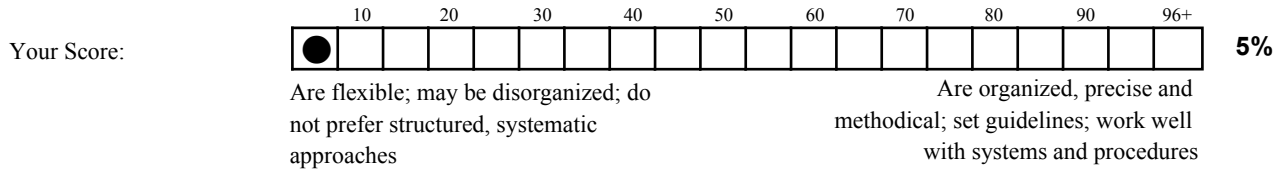
TACTICAL

COMMUNICATION

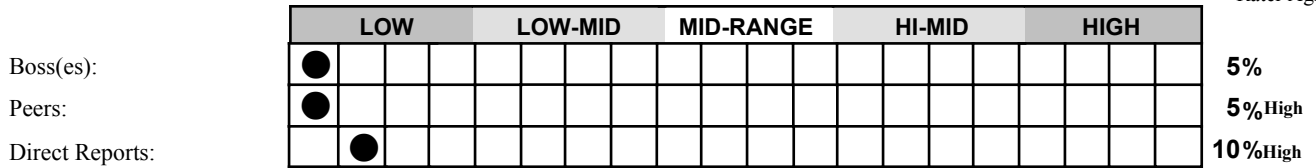
DELEGATION

Structuring

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

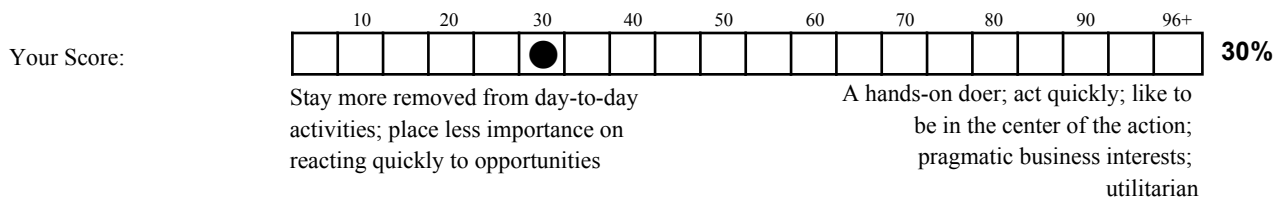


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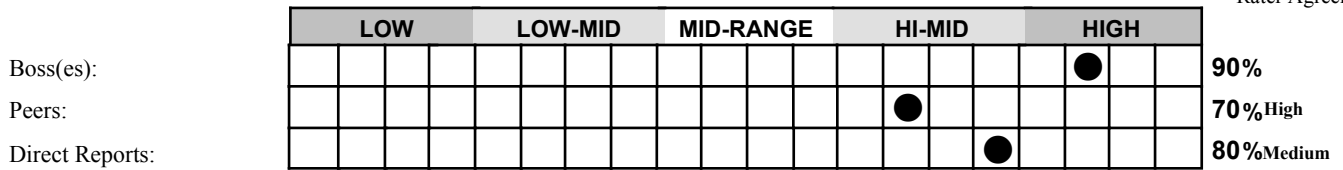


Tactical

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

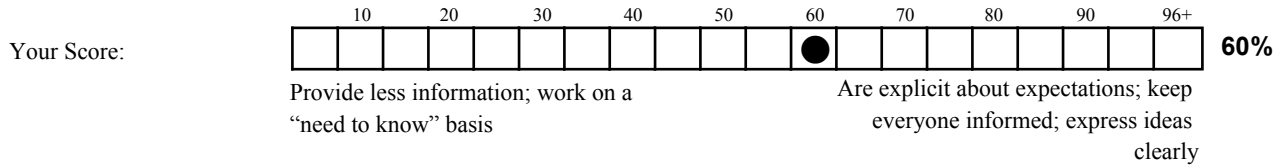


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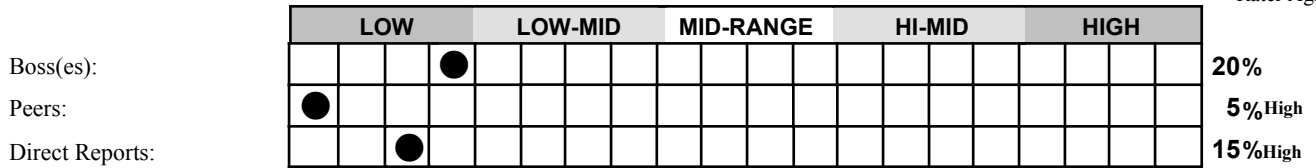


Communication

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

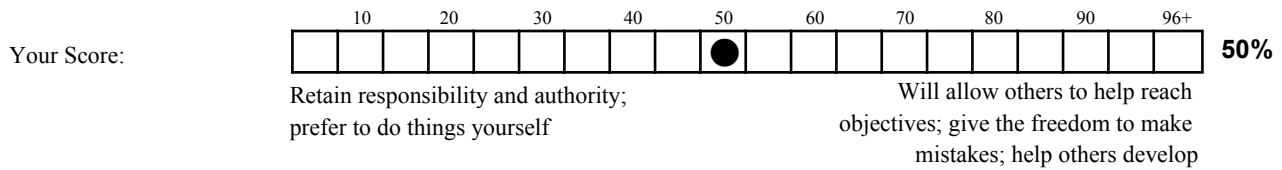


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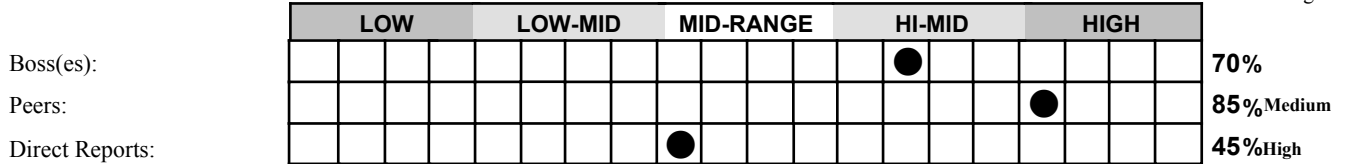


Delegation

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



Rater Agreement:



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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.

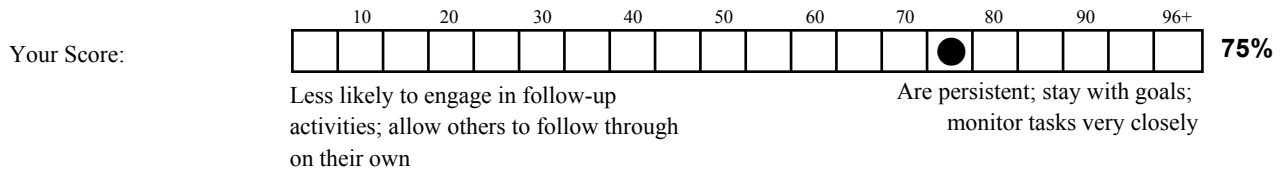
The two Sets involved in Following Through are:

CONTROL

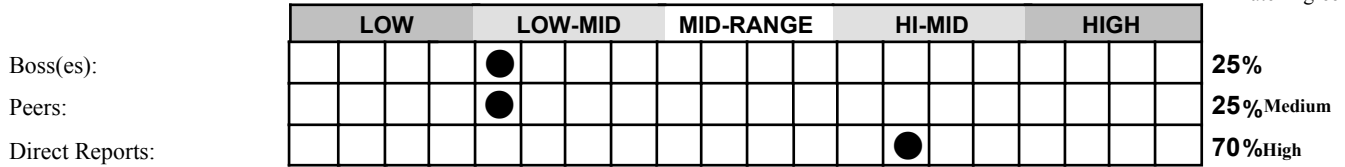
FEEDBACK

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.

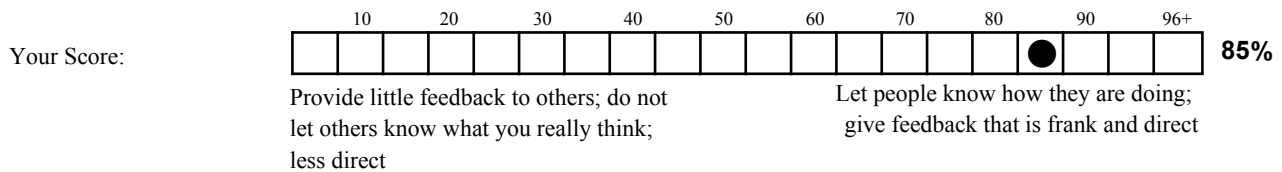


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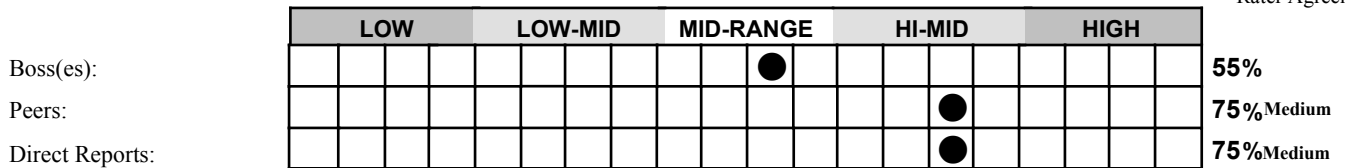


Feedback

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.



Rater Agreement:



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 his or her maximum contribution.

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

The three Sets involved in Achieving Results are:

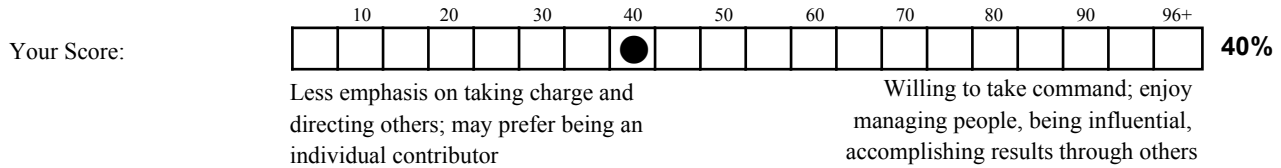
MANAGEMENT FOCUS

DOMINANT

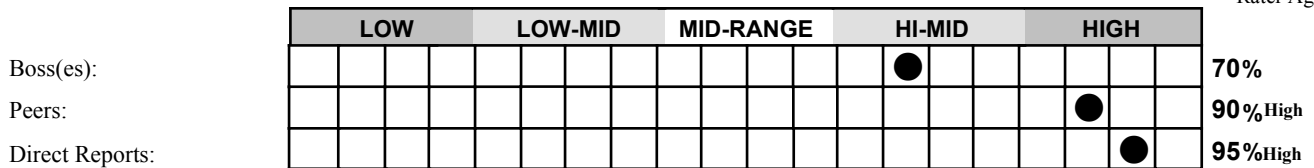
PRODUCTION

Management Focus

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

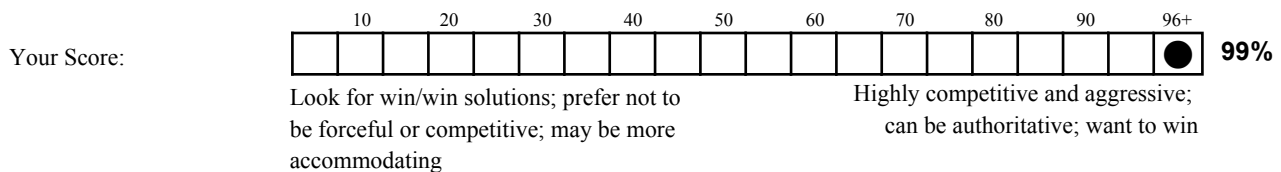


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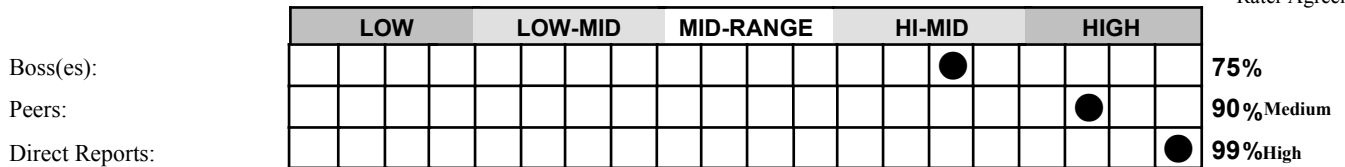


Dominant

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

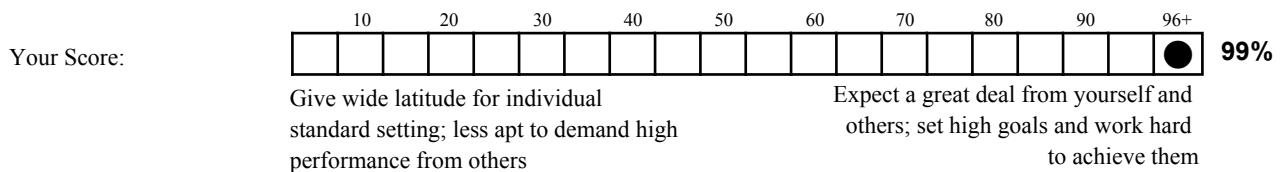


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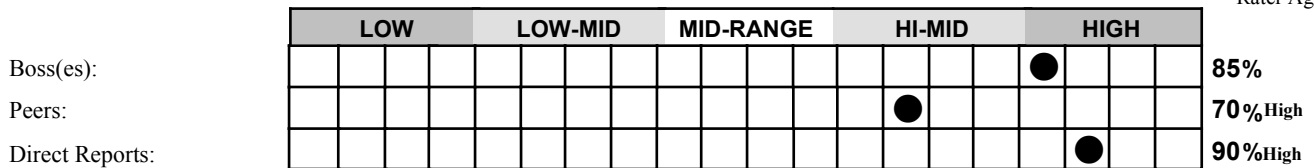


Production

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



Rater Agreement:



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

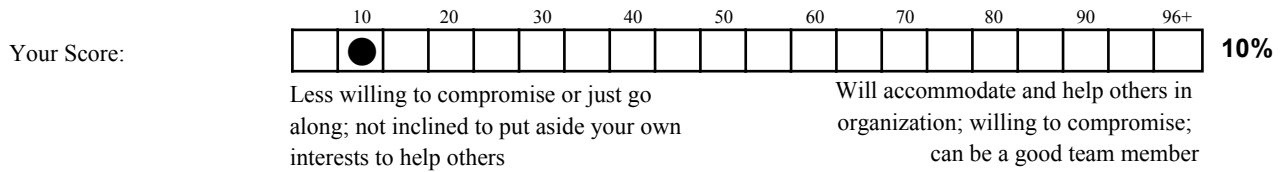
CONSENSUAL

AUTHORITY

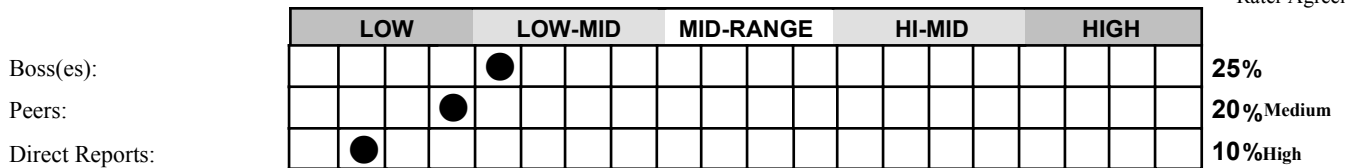
EMPATHY

Cooperation

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

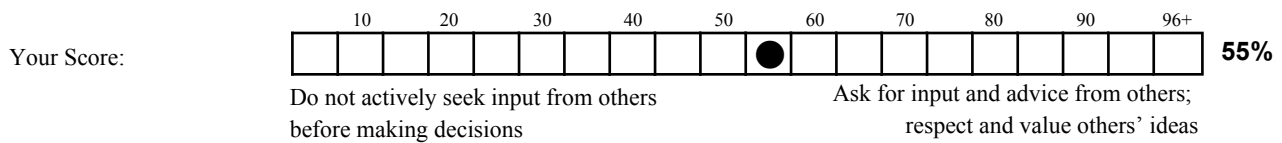


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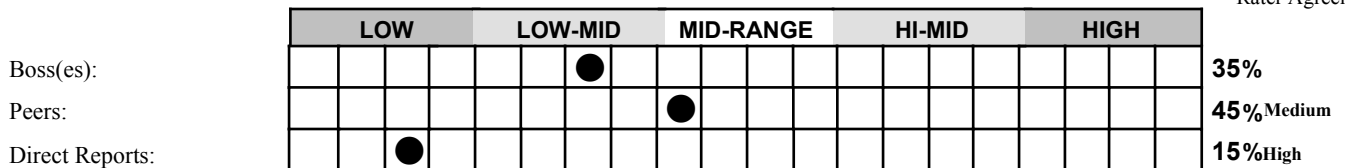


Consensual

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

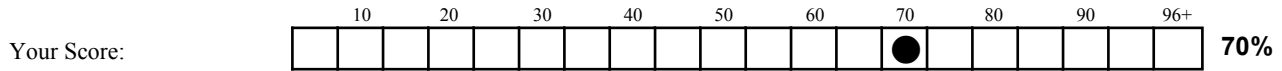


Rater Agreement:



Authority

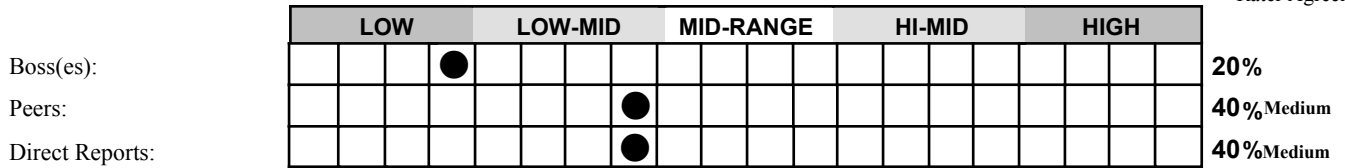
Showing loyalty to the organization; respecting the ideas and opinions of people in authority and using them as resources for information, direction, and decisions.



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

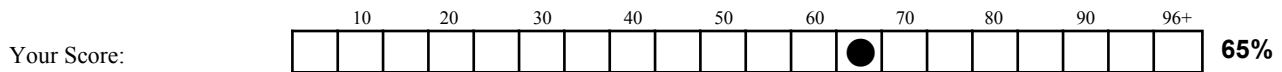
Will consult superiors and defer to people in authority; will follow the rules; loyal to the organization

Rater Agreement:



Empathy

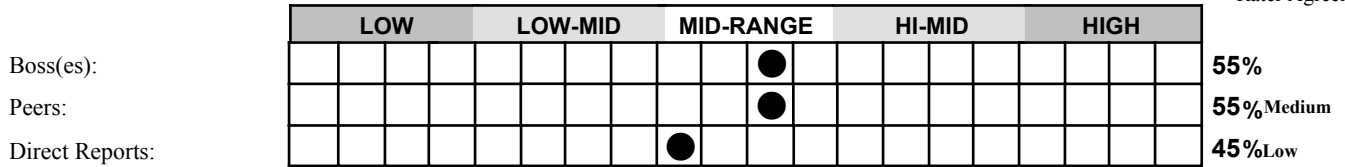
Demonstrating an active concern for people and their needs by forming close and supportive relationships with others.



Maintain a certain distance from others; can be somewhat aloof

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

Rater Agreement:



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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.

LEADERSHIP EFFECTIVENESS ANALYSIS

Role Requirements Profile

| LOW | LOW-MID | MID-RANGE | HI-MID | HIGH |
|-----|---------|-----------|--------|------|
|-----|---------|-----------|--------|------|

Creating a Vision

- Conservative
- Innovative
- Technical
- Self
- Strategic

| | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ |
|--------------|----|----|----|----|----|----|----|----|----|-----|
| Conservative | | | | | | | | | | |
| Innovative | | | | | | | | | | |
| Technical | | | | | | | | | | |
| Self | | | | | | | | | | |
| Strategic | | | | | | | | | | |

Developing Followership

- 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-reported 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 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.
- 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.
- 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.

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.
- 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.

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.
- 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.
- 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

- 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 superiors 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.
- 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.

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 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 pages 16-17 in your LEA Resource Guide.

STRUCTURING (5%)

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 pages 30-31 in your LEA Resource Guide.

CONSERVATIVE (10%)

Description: You may be viewed as willing to challenge the status quo and to question blindly applying traditional strategies to current problems and opportunities. You may be critical of processes which preserve the way things have been done and are not sufficiently focused toward change. However, you may also be seen as too quick to reject the hard-won lessons of experience. You may be susceptible to repeating common mistakes or disregarding important aspects of the 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 pages 8-9 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.

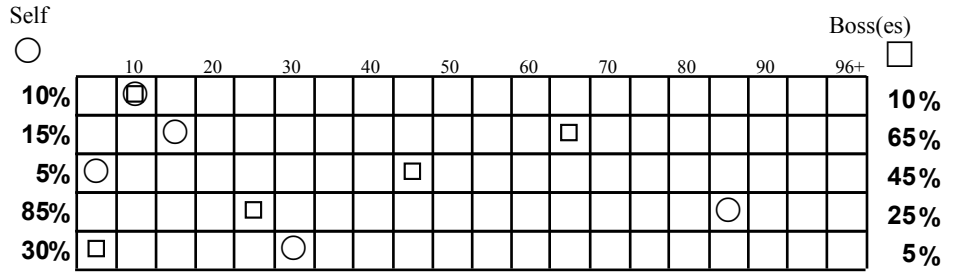
LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Boss Profile Summary

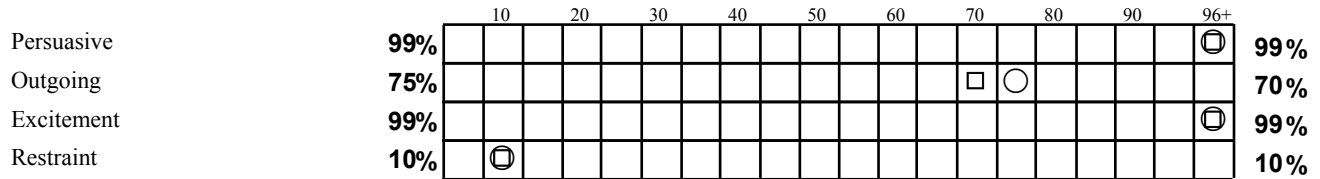


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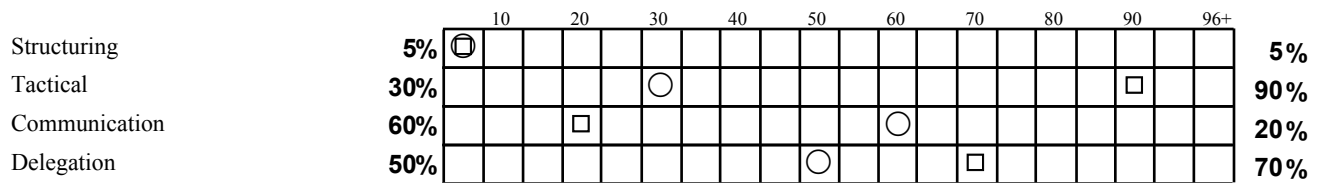
Creating a Vision



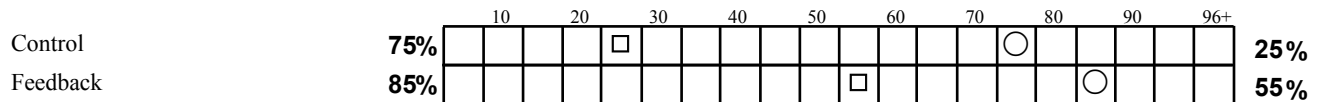
Developing Followership



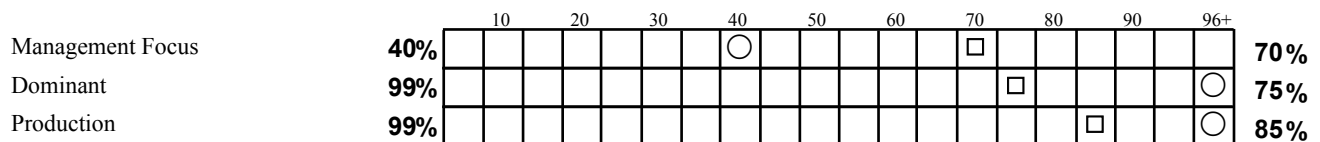
Implementing the Vision



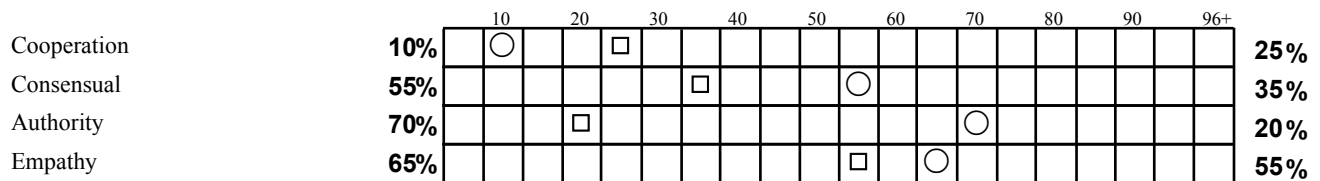
Following Through



Achieving Results



Team Playing



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 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

- Strongly oriented toward the energizing, 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 figure things out for themselves.
- Using a more intuitive approach to problem solving, relying on instinct rather than in-depth knowledge or analysis of facts and information.
- Not particularly oriented toward being analytical or paying careful attention to potential implications and contingencies.

Developing 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.
- Placing more emphasis on communicating in a convincing, persuasive and influential fashion than on communicating simply to share information.
- A sociable, friendly individual who emphasizes the importance of interpersonal relationships rather than spending time in exhaustive planning and analysis.

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.
- One who often depends on non-verbal cues and emotions to get a point across.
- 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.
- Being sociable and friendly, but providing others with little information about tasks or expectations.

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 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.
- 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 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.
- 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.
- Taking a strongly assertive and competitive stance with others; willing to challenge others over conflicting goals and objectives.
- Somewhat out of the loop, but not actively opposing others on the basis of a personally held viewpoint; one who may engage in passive resistance.

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:

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 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 pages 16-17 in your LEA Resource Guide.

STRUCTURING (5%)

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 pages 30-31 in your LEA Resource Guide.

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.

RESTRAINT (15%)

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™

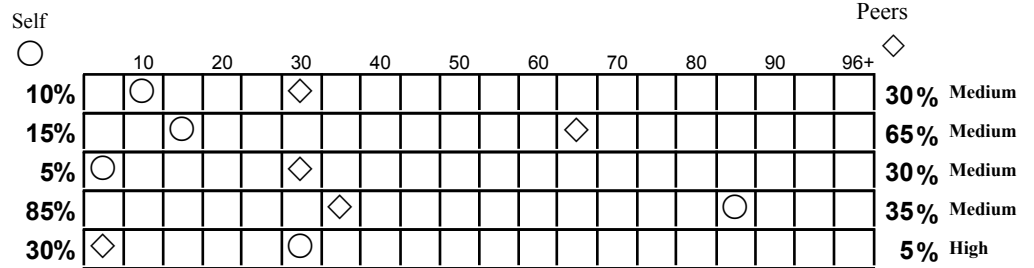
Self vs. Peer Profile Summary



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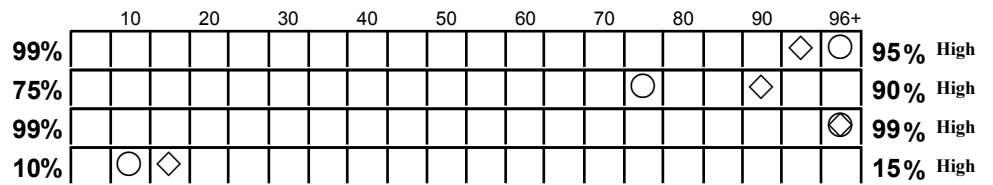
Creating a Vision

- Conservative
- Innovative
- Technical
- Self
- Strategic



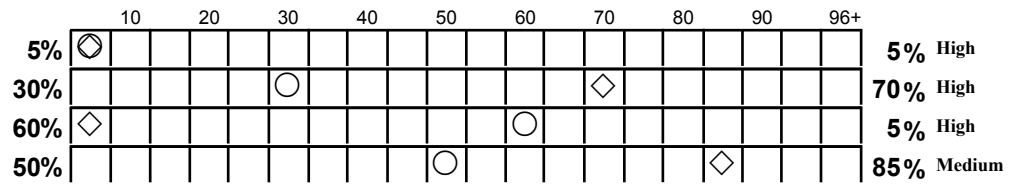
Developing Followership

- Persuasive
- Outgoing
- Excitement
- Restraint



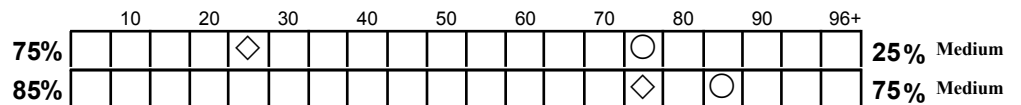
Implementing the Vision

- Structuring
- Tactical
- Communication
- Delegation



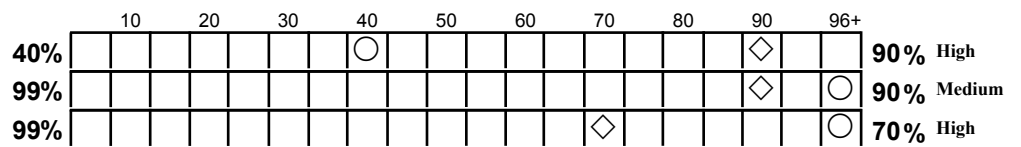
Following Through

- Control
- Feedback



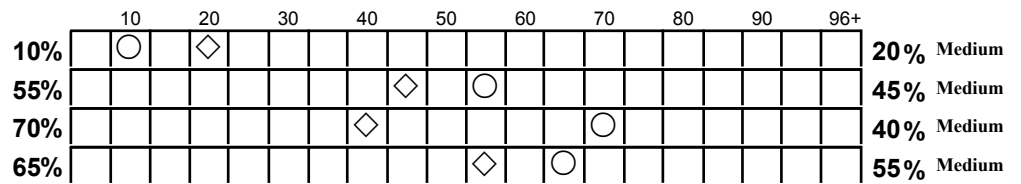
Achieving Results

- Management Focus
- Dominant
- Production



Team Playing

- Cooperation
- Consensual
- Authority
- Empathy



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 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 one to share a lot of information or outline plans and goals; inclined to let others figure things out for themselves.
- 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.

Developing Followership

- 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 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.

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.
- One who often depends on non-verbal cues and emotions to get a point across.
- 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.
- 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.

Following Through

- Giving feedback in an informal, unplanned manner rather than on the basis of a rational underlying strategy.
- 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.
- 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.
- 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.
- 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.
- 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.
- A take-charge leader who operates with a high level of emotional intensity and emphasizes the energizing, motivational aspects of the leadership role.

Team Playing

- 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.
- 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.
- 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 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:

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 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 pages 16-17 in your LEA Resource Guide.

STRUCTURING (10%)

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 pages 30-31 in your LEA Resource Guide.

COOPERATION (10%)

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 pages 54-55 in your LEA Resource Guide.

RESTRAINT (15%)

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. Direct Report Profile Summary

| LOW | LOW-MID | MID-RANGE | HI-MID | HIGH |
|-----|---------|-----------|--------|------|
|-----|---------|-----------|--------|------|

Rater Agreement: +

Creating a Vision

| | Self | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ | Direct Reports |
|--------------|------|----|----|----|----|----|----|----|----|----|-----|----------------|
| Conservative | 10% | ○ | + | | | | | | | | | 20% Medium |
| Innovative | 15% | | ○ | | | | + | | | | | 60% Medium |
| Technical | 5% | ○ | | | + | | | | | | | 35% High |
| Self | 85% | | | | | | | | + | ○ | | 80% High |
| Strategic | 30% | + | | ○ | | | | | | | | 10% High |

Developing Followership

| | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ | | |
|------------|-----|----|----|----|----|----|----|----|----|-----|---|----------|
| Persuasive | 99% | | | | | | | | | + | ○ | 95% High |
| Outgoing | 75% | | | | | | | ○ | + | | | 80% High |
| Excitement | 99% | | | | | | | | | + | ○ | 95% High |
| Restraint | 10% | ○ | + | | | | | | | | | 15% High |

Implementing the Vision

| | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ | | |
|---------------|-----|----|----|----|----|----|----|----|----|-----|--|------------|
| Structuring | 5% | ○ | + | | | | | | | | | 10% High |
| Tactical | 30% | | | ○ | | | | | + | | | 80% Medium |
| Communication | 60% | | + | | | | ○ | | | | | 15% High |
| Delegation | 50% | | | | + | ○ | | | | | | 45% High |

Following Through

| | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ | | |
|----------|-----|----|----|----|----|----|----|----|----|-----|--|------------|
| Control | 75% | | | | | | + | ○ | | | | 70% High |
| Feedback | 85% | | | | | | | + | ○ | | | 75% Medium |

Achieving Results

| | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ | | |
|------------------|-----|----|----|----|----|----|----|----|----|-----|---|----------|
| Management Focus | 40% | | | ○ | | | | | | + | | 95% High |
| Dominant | 99% | | | | | | | | | | ⊕ | 99% High |
| Production | 99% | | | | | | | | + | ○ | | 90% High |

Team Playing

| | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 96+ | | |
|-------------|-----|----|----|----|----|----|----|----|----|-----|--|------------|
| Cooperation | 10% | ⊕ | | | | | | | | | | 10% High |
| Consensual | 55% | | + | | | ○ | | | | | | 15% High |
| Authority | 70% | | | + | | | ○ | | | | | 40% Medium |
| Empathy | 65% | | | + | | ○ | | | | | | 45% Low |

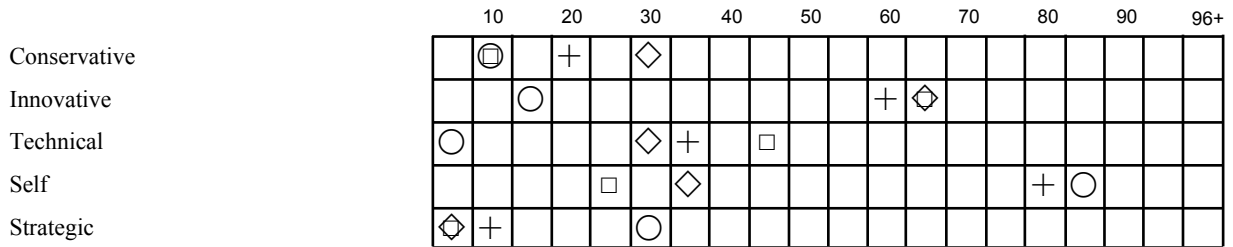
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LEADERSHIP EFFECTIVENESS ANALYSIS™

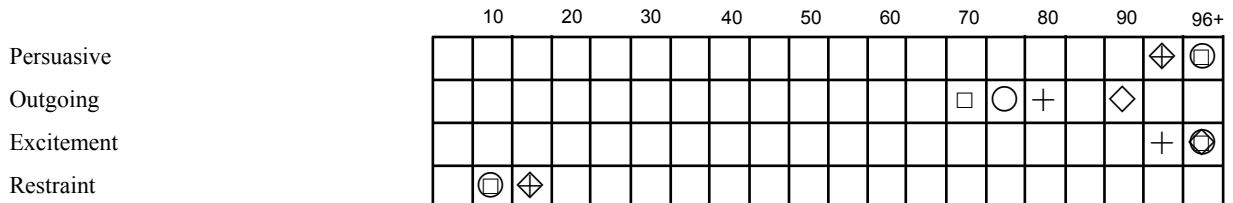
Self vs. Observer Profile Summary

| LOW | LOW-MID | MID-RANGE | HI-MID | HIGH |
|-----|---------|-----------|--------|------|
|-----|---------|-----------|--------|------|

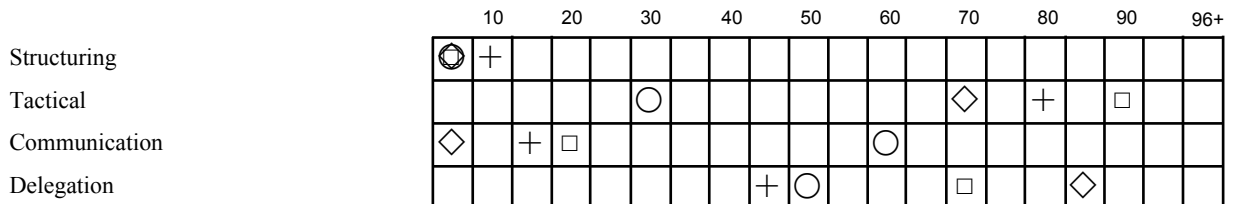
Creating a Vision



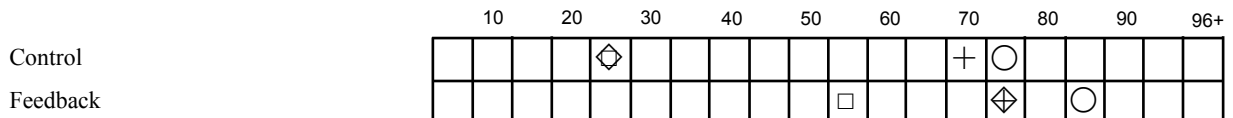
Developing Followership



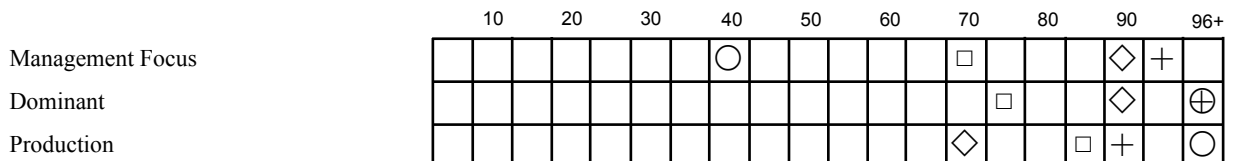
Implementing the Vision



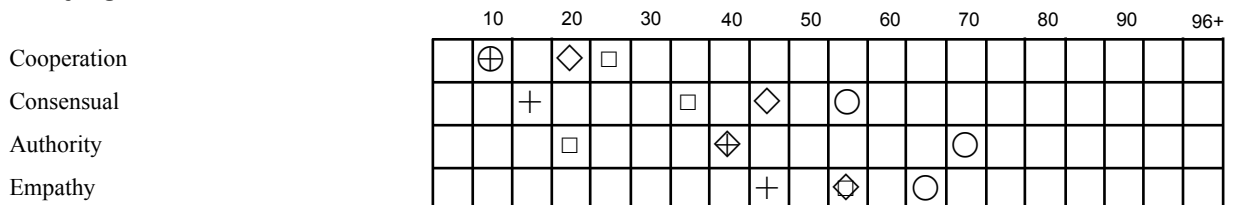
Following Through



Achieving Results



Team Playing



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

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8/23/2013

Leadership 360 Report

Norm: North America n=91964 (Jan2012)

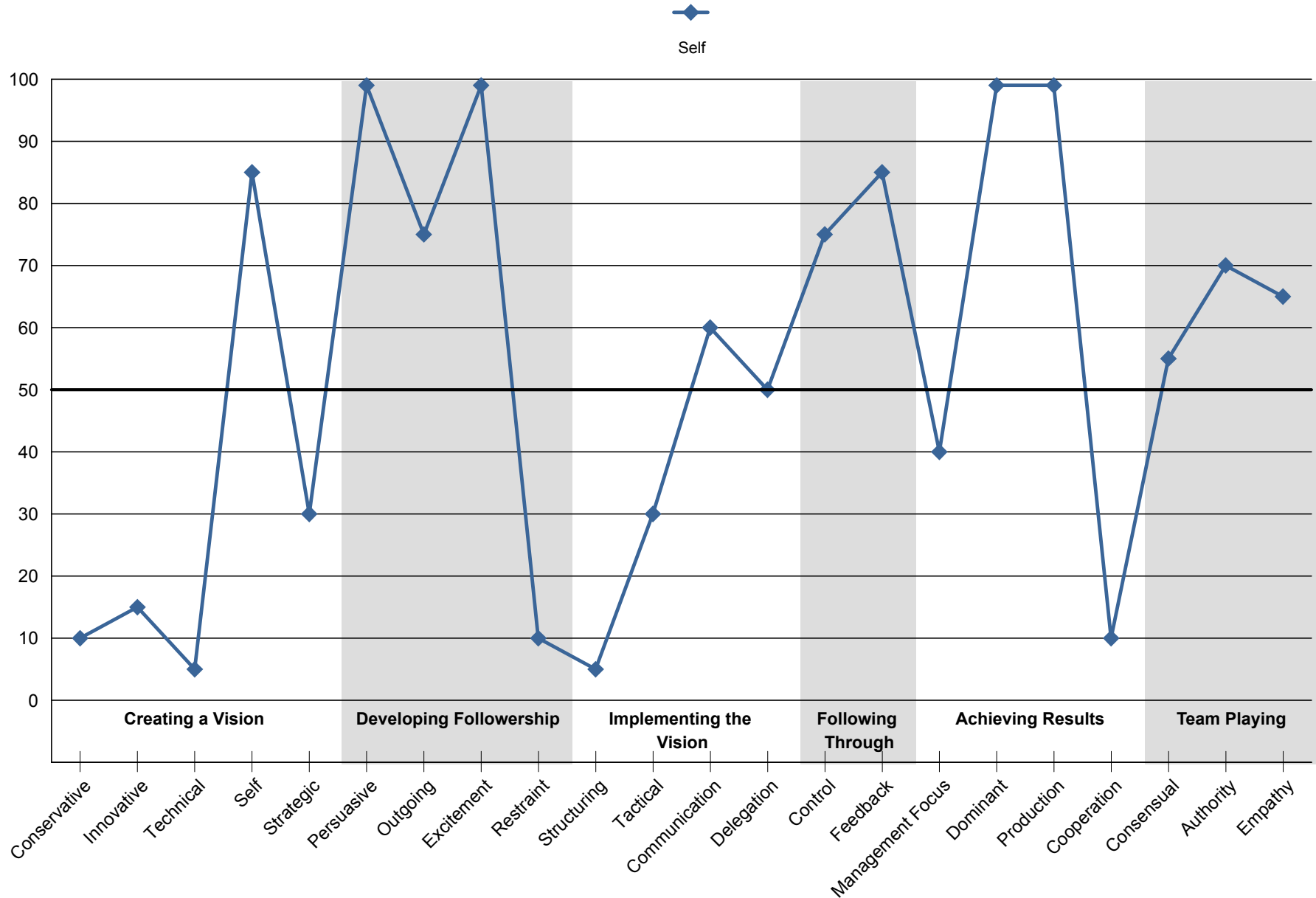
Number of Respondents:

| | |
|---------------------|---|
| Your Boss(es) | 1 |
| Your Peers | 3 |
| Your Direct Reports | 5 |



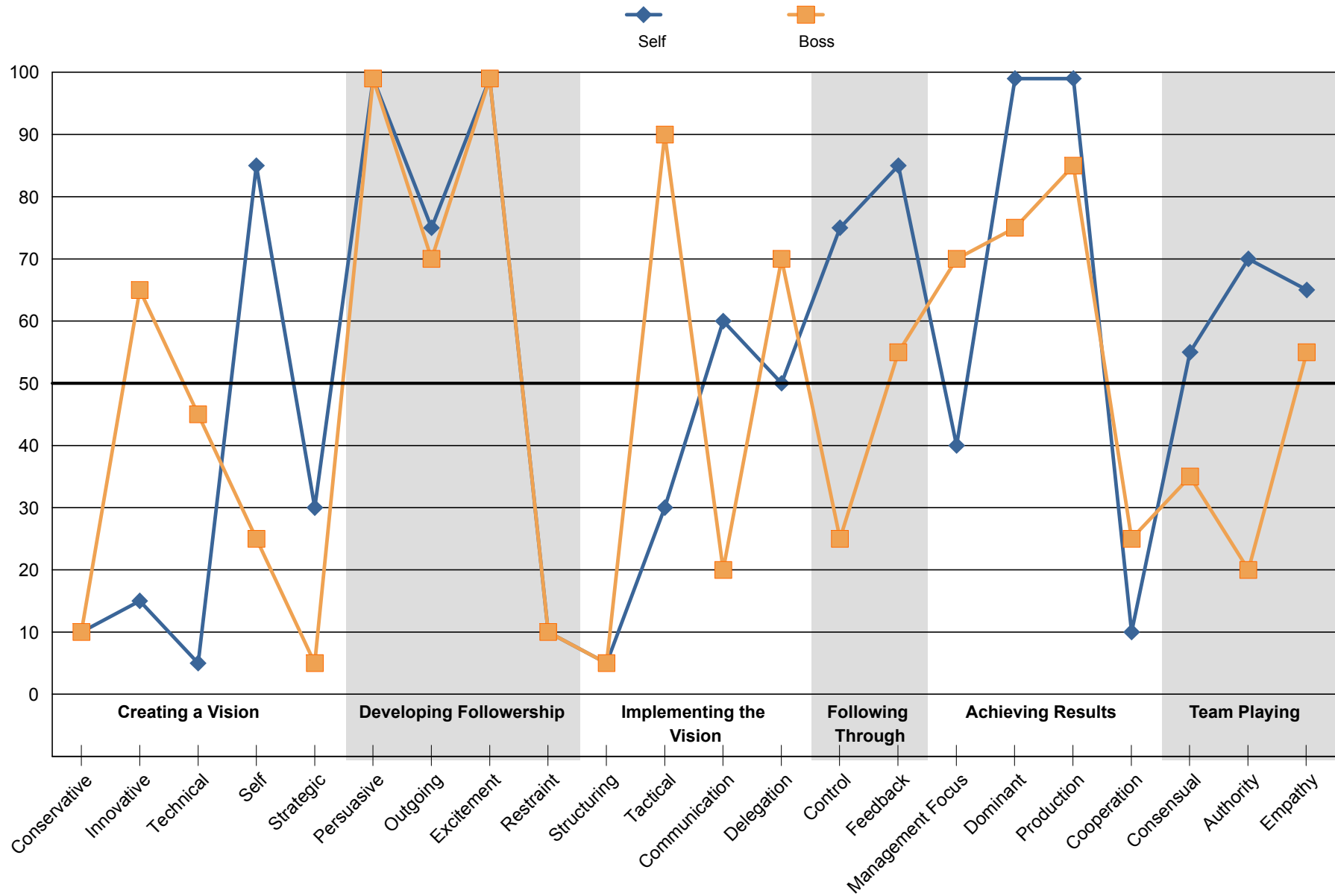
LEADERSHIP EFFECTIVENESS ANALYSIS™

Self Summary Profile



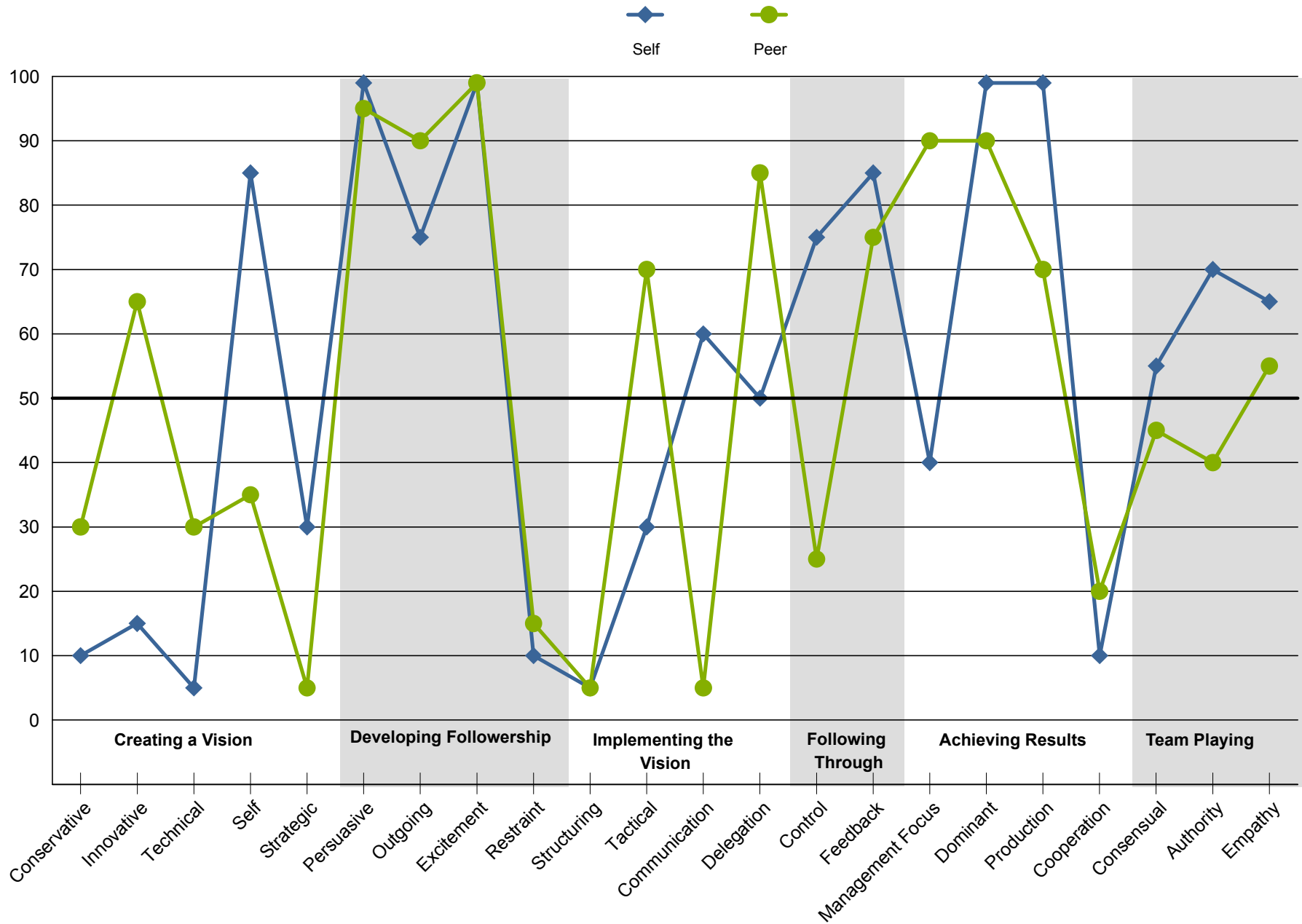
LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Boss Profile Summary



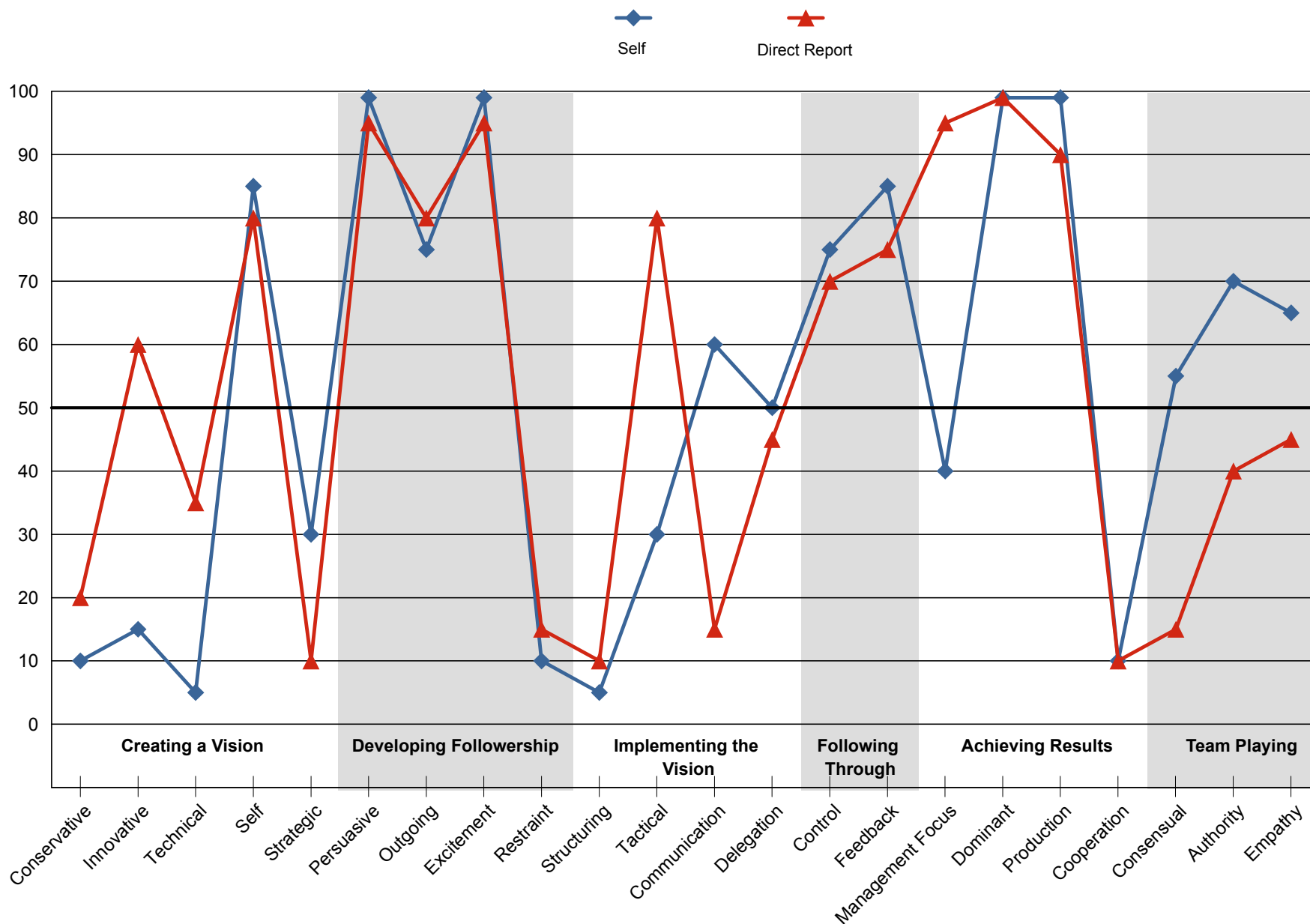
LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Peer Profile Summary



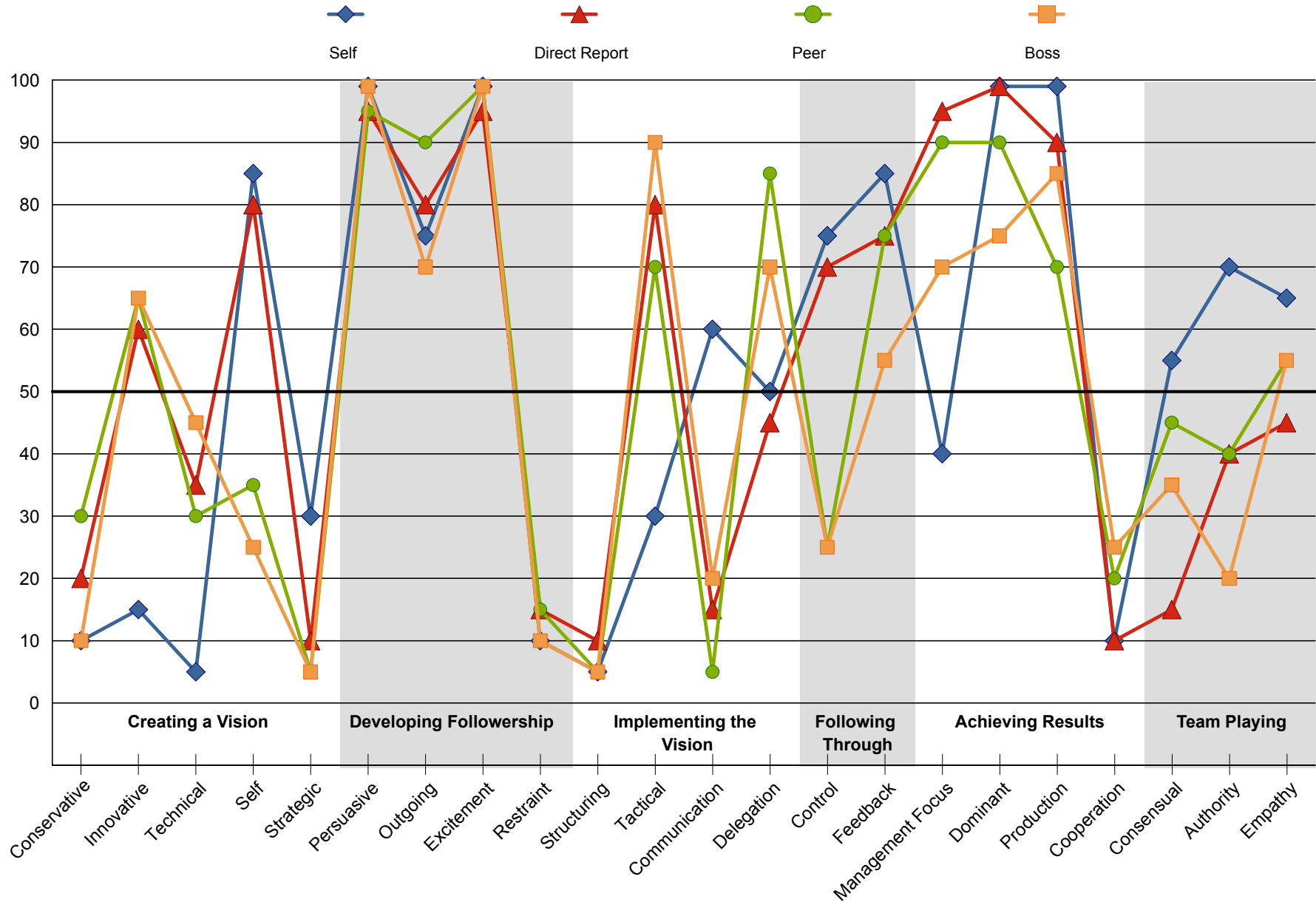
LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Direct Report Profile Summary



LEADERSHIP EFFECTIVENESS ANALYSIS™

Self vs. Observer Profile Summary



Questions from ABC Company

Chris Williams
 ABC Company
 8/23/2013

ABC Company, in consultation with your MRG Associate, Management Research Group, developed a series of customized questions for the purpose of providing you with additional information on some areas that are very important for your work within ABC Company. These customized questions were included in the questionnaire that you completed. The following pages contain these questions and the corresponding responses.

| | |
|----------------|------------------------|
| | Number of Respondents: |
| Self | 1 |
| Bosses | 1 |
| Peers | 3 |
| Direct Reports | 5 |

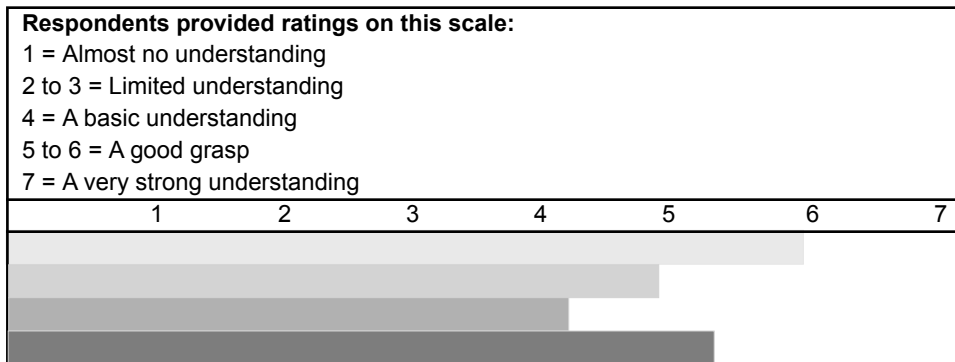
How to read this report:

- **The Feedback Graphs:** Each question gathered responses on a scale of 1 (lowest) to 7 (highest). Here is an example:

| |
|---|
| Key: M = Mean SD = Standard Deviation |
|---|

| |
|--|
| Key: S = Self B = Boss(es) P = Peers DR = Direct Reports |
|--|

1. **Financial understanding** (*understanding and dealing with business requirements and financial policies of XYZ Company, including budgeting, accounting, costs, P&L statements, etc.*):



| Don't Know | M | SD |
|------------|------|------|
| 0 | 6.00 | 0.00 |
| 0 | 5.00 | 0.00 |
| 1 | 4.33 | .71 |
| 1 | 5.25 | 1.41 |

- **Your scores:** Your feedback scores are presented graphically and numerically. To ensure the confidentiality of your peers and direct reports, their responses have been averaged (Mean). The Mean score for Self and Boss are simply the scores for that question. If your observers include more than one boss, their responses have been averaged. Standard Deviation is provided for each observer group comprised of 2 or more individuals. The column labeled "Don't Know" shows the number of respondents who selected "Don't Know" instead of a numerical rating.

- **About Standard Deviation (SD):** Standard Deviation measures the consistency of agreement among your observers on each question. A Standard Deviation of 1.50 or less indicates that, on average, your observers' scores varied less than 1.5 points around the mean. This can be considered a **High** degree of agreement. **Medium** agreement would be reflected by a Standard Deviation between 1.51 and 2.00, meaning that, on average, your observers' scores varied between 1.5 and 2 points around the mean. **Low** agreement would be reflected by a Standard Deviation higher than 2.00, meaning that, on average, your observers' scores varied more than 2 points around the mean. 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 your observers may be different and, therefore, their perceptions of you may vary .

Chris Williams
ABC Company
8/23/2013

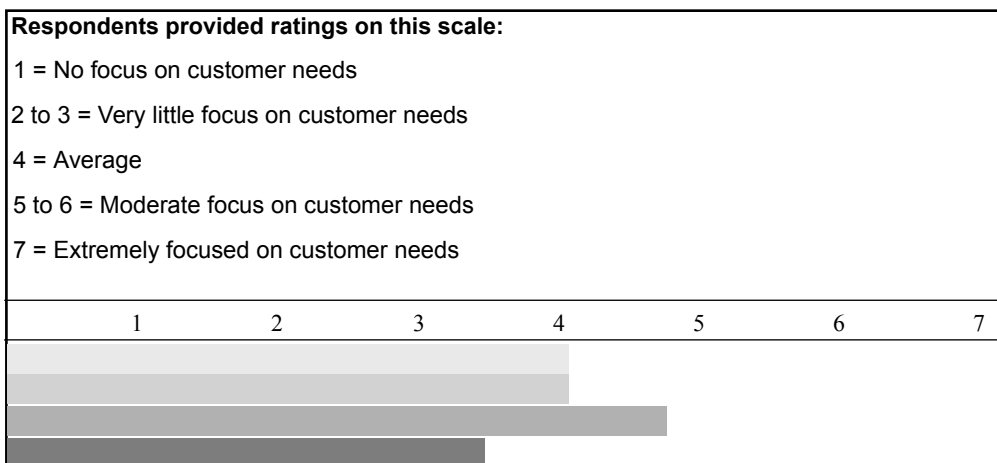
Questions from ABC Company

Key:
M = Mean
SD = Standard Deviation

Key:
S = Self
B = Boss(es)
P = Peers
DR = Direct Reports

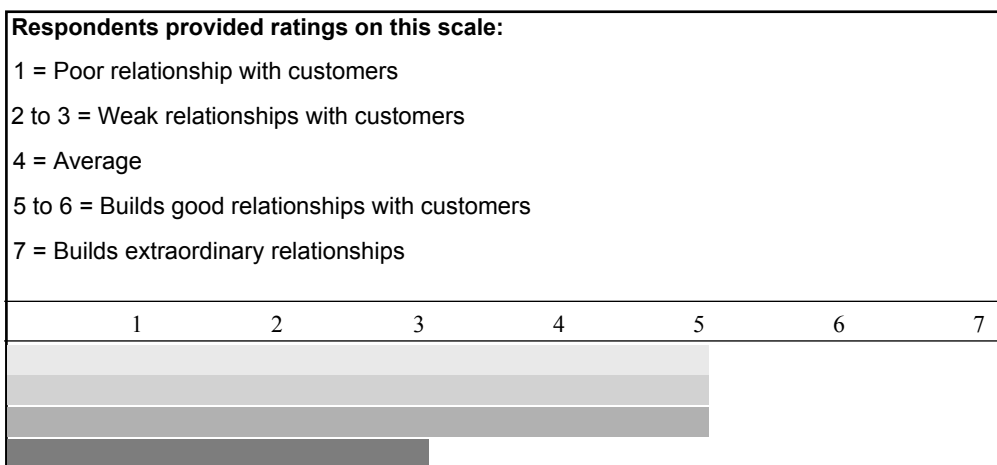
Client/Customer Focus

1. Focuses team's efforts on meeting customer needs (helps team members understand their roles in meeting customer needs, keeps customer a top priority within the team)



| Don't Know | M | SD |
|------------|------|------|
| 0 | 4.00 | 0.00 |
| 0 | 4.00 | 0.00 |
| 0 | 4.67 | 2.08 |
| 0 | 3.40 | 1.14 |

2. Builds strong relationships with customers (makes strong connections with customers, spends time building relationships with customers)

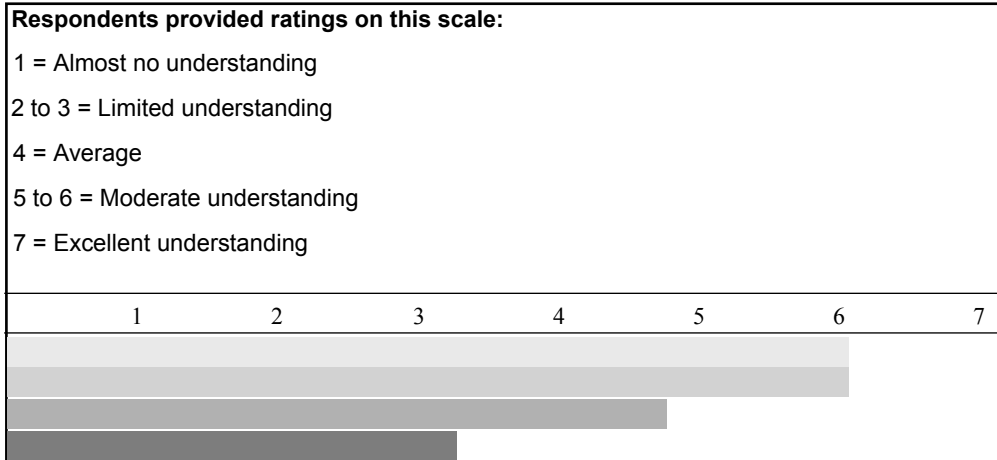


| Don't Know | M | SD |
|------------|------|------|
| 0 | 5.00 | 0.00 |
| 0 | 5.00 | 0.00 |
| 0 | 5.00 | 1.73 |
| 0 | 3.00 | 1.00 |

Chris Williams
 ABC Company
 8/23/2013

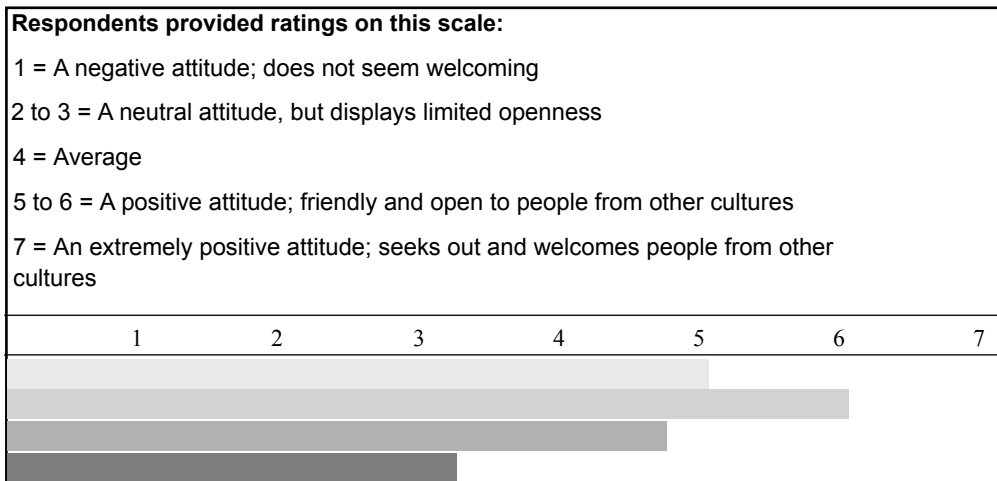
Global Insight

3. Understands the impact significant global issues can have on the company (keeps apprised of global issues, able to analyze impact on company)



| | Don't Know | M | SD |
|----|------------|------|------|
| S | 0 | 6.00 | 0.00 |
| B | 0 | 6.00 | 0.00 |
| P | 0 | 4.67 | 2.08 |
| DR | 0 | 3.20 | 1.30 |

4. Demonstrates a positive attitude when working with people from other cultures (ability to make people from other cultures feel valued and comfortable, demonstrates openness to people from other cultures)



| | Don't Know | M | SD |
|----|------------|------|------|
| S | 0 | 5.00 | 0.00 |
| B | 0 | 6.00 | 0.00 |
| P | 0 | 4.67 | 1.15 |
| DR | 0 | 3.20 | 0.84 |

Chris Williams
 ABC Company
 8/23/2013

Other Questions

5. Handles conflicts professionally (addresses conflicts early and works to resolve them effectively with all parties)

| Respondents provided ratings on this scale: | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1 = Handles conflict poorly; avoids it or makes it worse | | | | | | | |
| 2 to 3 = Shows little skill in handling conflict or resolving interpersonal problems | | | | | | | |
| 4 = Average | | | | | | | |
| 5 to 6 = Handles conflict moderately well; is good at resolving interpersonal problems | | | | | | | |
| 7 = Handles conflict extremely well; is masterful in resolving interpersonal problems | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| S | [Bar chart showing distribution for S] | | | | | | |
| B | [Bar chart showing distribution for B] | | | | | | |
| P | [Bar chart showing distribution for P] | | | | | | |
| DR | [Bar chart showing distribution for DR] | | | | | | |

| Don't Know | M | SD |
|------------|------|------|
| 0 | 5.00 | 0.00 |
| 0 | 5.00 | 0.00 |
| 0 | 4.67 | 1.15 |
| 0 | 3.00 | 1.00 |

Questions from ABC Company
Facilitator Printout

Project Name: MRG Internal Sample Project
 First Name: Chris
 Last Name: Williams
 Organization: ABC Company

Date: 8/23/2013

Key:
 M = Mean
 DK = Don't Know
 SD = Standard Deviation

Number of Respondents:

Self 1
 Bosses 1
 Peers 3
 Direct Reports 5

| Self | | Boss(es) | | | Peers | | | Direct Reports | | |
|------|----|----------|----|----|-------|----|----|----------------|----|----|
| M | DK | M | SD | DK | M | SD | DK | M | SD | DK |

Client/Customer Focus

| | | | | | | | | | | | |
|--|------|---|------|------|---|------|------|---|------|------|---|
| 1. Focuses team's efforts on meeting customer needs (helps team members understand their roles in meeting customer needs, keeps customer a top priority within the team) | 4.00 | 0 | 4.00 | 0.00 | 0 | 4.67 | 2.08 | 0 | 3.40 | 1.14 | 0 |
| 2. Builds strong relationships with customers (makes strong connections with customers, spends time building relationships with customers) | 5.00 | 0 | 5.00 | 0.00 | 0 | 5.00 | 1.73 | 0 | 3.00 | 1.00 | 0 |

Global Insight

| | | | | | | | | | | | |
|--|------|---|------|------|---|------|------|---|------|------|---|
| 3. Understands the impact significant global issues can have on the company (keeps apprised of global issues, able to analyze impact on company) | 6.00 | 0 | 6.00 | 0.00 | 0 | 4.67 | 2.08 | 0 | 3.20 | 1.30 | 0 |
| 4. Demonstrates a positive attitude when working with people from other cultures (ability to make people from other cultures feel valued and comfortable, demonstrates openness to people from other cultures) | 5.00 | 0 | 6.00 | 0.00 | 0 | 4.67 | 1.15 | 0 | 3.20 | 0.84 | 0 |

Other Questions

| | | | | | | | | | | | |
|--|------|---|------|------|---|------|------|---|------|------|---|
| 5. Handles conflicts professionally (addresses conflicts early and works to resolve them effectively with all parties) | 5.00 | 0 | 5.00 | 0.00 | 0 | 4.67 | 1.15 | 0 | 3.00 | 1.00 | 0 |
|--|------|---|------|------|---|------|------|---|------|------|---|

Chris Williams
ABC Company
8/23/2013

Additional Comments

ABC Company, in consultation with your MRG Associate, Management Research Group, developed a series of open-ended questions in order to provide you with additional comments and suggestions. The following pages contain these questions and the corresponding responses. The responses have not been edited – they appear exactly as they were entered into the questionnaire. To preserve confidentiality, responses from peers and direct reports are grouped in random order.

Please note that responding to these questions was optional. Therefore, your observers may not have answered every question.

Chris Williams
 ABC Company
 8/23/2013

Additional Comments

1. What are this person's most valuable leadership strengths?

Your comments:

No Comment

Comments from your Boss(es):

Chris is extremely results focused and seldom fails to attain the sales objectives set for him.

Comments from your Peers (random order):

Really good team member; very engaging and enjoyable to hang out with.

No comment

He is very engaging and enjoyable to be around.

Comments from your Direct Reports (random order):

Direct report comments here

No Comment

Interpersonally quite skillfull although can get overly emotional.

No Comment

No Comment

2. What are this person's most important developmental needs?

Your comments:

No Comment

Comments from your Boss(es):

Chris needs to understand the broader issues effecting the business .

Comments from your Peers (random order):

No Comment

Peer comments here

No Comment

Comments from your Direct Reports (random order):

Overly critical and emotional.

I feel that he is only interested in making his sales goals and really spends little time with my development.

No Comment

He can be overly critical.

As a new sales rep I don't feel that I receive very clear guidance or assistance.

Leadership Effectiveness Analysis™ 360

Facilitator Printout

| | |
|---|---|
| Questionnaire Completed: Feb 15, 2011 | Level: Department/Unit Manager |
| Report Generated: Aug 23, 2013 | Age: 33 |
| Project Name: MRG Internal Sample Project | Gender: Male |
| Provided by: Management Research Group | Position Tenure: 1 to 5 years |
| Last Name: Williams | Org. Tenure: 6 to 10 years |
| First Name: Chris | Manager: Yes |
| Norm: North America n=91964 (Jan2012) | Mgmt. Years: 1 to 5 years |
| Range Profile: | # Direct Reports: 2 to 5 direct reports |
| Organization: ABC Company | Race/Ethnicity: White |
| Government: No | |
| Industry Type: High Tech (computer related) | |
| Org. Size: 50 to 99 | |
| Country: United States | |
| Nationality: United States | |
| Title: Branch Sales Manager | |
| Functional Area: Marketing/Sales | |

| | <u>Self</u> | <u>Bosses(1)</u> | <u>Peers(3)</u> | <u>Direct Reports(5)</u> |
|--------------------------------|-------------|------------------|-----------------|--------------------------|
| Creating a Vision | | | | |
| 1) Conservative | 10% | 10% | 30% M | 20% M |
| 2) Innovative | 15% | 65% | 65% M | 60% M |
| 3) Technical | 5% | 45% | 30% M | 35% H |
| 4) Self | 85% | 25% | 35% M | 80% H |
| 5) Strategic | 30% | 5% | 5% H | 10% H |
| Developing Followership | | | | |
| 6) Persuasive | 99% | 99% | 95% H | 95% H |
| 7) Outgoing | 75% | 70% | 90% H | 80% H |
| 8) Excitement | 99% | 99% | 99% H | 95% H |
| 9) Restraint | 10% | 10% | 15% H | 15% H |
| Implementing the Vision | | | | |
| 10) Structuring | 5% | 5% | 5% H | 10% H |
| 11) Tactical | 30% | 90% | 70% H | 80% M |
| 12) Communication | 60% | 20% | 5% H | 15% H |
| 13) Delegation | 50% | 70% | 85% M | 45% H |
| Following Through | | | | |
| 14) Control | 75% | 25% | 25% M | 70% H |
| 15) Feedback | 85% | 55% | 75% M | 75% M |
| Achieving Results | | | | |
| 16) Management Focus | 40% | 70% | 90% H | 95% H |
| 17) Dominant | 99% | 75% | 90% M | 99% H |
| 18) Production | 99% | 85% | 70% H | 90% H |
| Team Playing | | | | |
| 19) Cooperation | 10% | 25% | 20% M | 10% H |
| 20) Consensual | 55% | 35% | 45% M | 15% H |
| 21) Authority | 70% | 20% | 40% M | 40% M |
| 22) Empathy | 65% | 55% | 55% M | 45% L |
| Exaggeration | | | | |
| 23) Exaggeration | 95% | | | |

LEADERSHIP EFFECTIVE ANALYSIS™

The following data is provided to MRG network consultants as an aid to personal coaching. It is not to be distributed to the client or the client's company.

1. Overall effectiveness as a leader/manager (i.e., total level of performance against expectations, total impact in role):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 5.50 |
| Direct Reports | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 0 | 5.60 |
| Combined | 0 | 0 | 0 | 2 | 1 | 5 | 0 | 0 | 5.40 |

2. Future potential (i.e., has the ability to go beyond present level versus has reached his/her highest potential, is likely to be a major resource to the organization):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6.00 |
| Peers | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 5.67 |
| Direct Reports | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | 5.00 |
| Combined | 0 | 0 | 0 | 2 | 4 | 1 | 2 | 0 | 5.30 |

3. Delivers Results (i.e., accomplishes a great deal, achieves significant results, focuses on measureable outcomes)

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 6.33 |
| Direct Reports | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 4.80 |
| Combined | 0 | 0 | 1 | 1 | 2 | 4 | 1 | 0 | 5.30 |

4. Demonstrates Ethical Leadership (i.e., behaves in an ethical manner, encourages ethical behavior in others, stands up for what is right, chooses the honorable course of action)

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 6.33 |
| Direct Reports | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 4.60 |
| Combined | 0 | 0 | 0 | 3 | 4 | 0 | 2 | 0 | 5.10 |

5. Credibility with management and ability to inspire confidence with superiors (i.e., communicates well, delivers on promises, thinks in similar ways):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6.00 |
| Peers | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 6.00 |
| Direct Reports | 0 | 0 | 1 | 3 | 0 | 1 | 0 | 0 | 4.20 |
| Combined | 0 | 0 | 1 | 3 | 1 | 3 | 1 | 0 | 5.00 |

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LEADERSHIP EFFECTIVE ANALYSIS™

6. Credibility and ability to inspire confidence with peers and direct reports (i.e., is trusted and respected, delivers on promises):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 5.00 |
| Direct Reports | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 3.40 |
| Combined | 0 | 1 | 2 | 2 | 3 | 1 | 0 | 0 | 4.10 |

7. Understanding of how to use organizational resources (i.e., is able to build alliances, is sophisticated about organizational dynamics, has many contacts):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 4.67 |
| Direct Reports | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 3.00 |
| Combined | 0 | 1 | 4 | 2 | 1 | 1 | 0 | 0 | 3.70 |

8. Business aptitude (i.e., understands how to make a business successful, exploits business opportunities, is skillful in business dealings):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 4.00 |
| Direct Reports | 0 | 0 | 2 | 1 | 1 | 0 | 1 | 0 | 4.40 |
| Combined | 0 | 1 | 2 | 3 | 1 | 1 | 1 | 0 | 4.20 |

9. Financial understanding (i.e., understands and can deal with financial issues such as budgeting, accounting, costs, P&L statements):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6.00 |
| Peers | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 5.33 |
| Direct Reports | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 4.40 |
| Combined | 0 | 0 | 0 | 5 | 0 | 4 | 0 | 0 | 4.90 |

10. Ability to see the big picture perspective (i.e., has a strategic orientation, sees interconnections between his/her own objectives and those of the company, anticipates problems):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7.00 |
| Peers | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 4.67 |
| Direct Reports | 0 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 5.00 |
| Combined | 0 | 0 | 2 | 0 | 3 | 3 | 1 | 0 | 5.10 |

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LEADERSHIP EFFECTIVE ANALYSIS™

11. Capacity for effective thinking (i.e., deals well with concepts, quickly gets to the heart of an issue, is incisive):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 3.50 |
| Direct Reports | 0 | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 5.60 |
| Combined | 0 | 1 | 0 | 1 | 4 | 0 | 2 | 1 | 5.00 |

12. Fast learner (i.e., learns new material quickly, adapts rapidly to new challenges, constantly expands his/her understanding of new things):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3.00 |
| Peers | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 3.00 |
| Direct Reports | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 5.40 |
| Combined | 0 | 0 | 2 | 1 | 2 | 1 | 1 | 2 | 4.70 |

13. Ability to make effective decisions:

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3.33 |
| Direct Reports | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 5.00 |
| Combined | 0 | 1 | 0 | 5 | 1 | 2 | 0 | 0 | 4.30 |

14. Ability to turn around difficult, perhaps even volatile leadership situations:

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 5.00 |
| Direct Reports | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 4.80 |
| Combined | 0 | 0 | 2 | 1 | 2 | 4 | 0 | 0 | 4.90 |

15. Takes Initiative (i.e., highly proactive, originates action, makes things happen)

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.00 |
| Peers | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 4.67 |
| Direct Reports | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 4.25 |
| Combined | 0 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 4.40 |

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LEADERSHIP EFFECTIVE ANALYSIS™

16. Sensitivity to other people's feelings (i.e., shows concern, is helpful, avoids hurting others' feelings):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 5.33 |
| Direct Reports | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 4.00 |
| Combined | 0 | 2 | 0 | 2 | 3 | 0 | 2 | 0 | 4.60 |

17. Willingness to listen (i.e., understands quickly, acknowledges communication, goes out of his/her way to get others' views):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.00 |
| Peers | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 5.00 |
| Direct Reports | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 1 | 4.25 |
| Combined | 0 | 0 | 2 | 1 | 2 | 2 | 0 | 2 | 4.60 |

18. Straightforward, open communicator (i.e., discloses fully, operates without a hidden agenda, is forthright and candid, shares information openly)

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 5.33 |
| Direct Reports | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 2.67 |
| Combined | 0 | 1 | 2 | 1 | 2 | 1 | 0 | 2 | 4.00 |

19. Insight into people (i.e., understands others' motivations and behaviors, is able to "read" people, understands why people do what they do):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3.00 |
| Peers | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 4.33 |
| Direct Reports | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 2 | 3.00 |
| Combined | 0 | 0 | 4 | 2 | 1 | 0 | 0 | 2 | 3.60 |

20. Capacity to get people enthusiastic and involved (i.e., gets people on his/her side, is persuasive and inspiring):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6.00 |
| Peers | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 5.00 |
| Direct Reports | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 3.50 |
| Combined | 0 | 0 | 1 | 2 | 1 | 2 | 0 | 3 | 4.70 |

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LEADERSHIP EFFECTIVE ANALYSIS™

21. Ability to build relationships with customers (i.e., has a strong customer focus, seeks customer input, creates solutions for customers):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 5.00 |
| Direct Reports | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 4.00 |
| Combined | 1 | 0 | 1 | 1 | 3 | 1 | 1 | 1 | 4.50 |

22. Capacity to contribute to team performance (i.e., is willing and able to act as a team player, complements the efforts of others):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 4.00 |
| Direct Reports | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 3.75 |
| Combined | 0 | 2 | 0 | 3 | 1 | 1 | 0 | 2 | 3.90 |

23. Ability to work with diverse people (i.e., people from different backgrounds, cultures, belief systems and/or life styles):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 7.00 |
| Direct Reports | 0 | 1 | 0 | 1 | 1 | 2 | 0 | 0 | 4.60 |
| Combined | 0 | 1 | 0 | 2 | 1 | 2 | 2 | 1 | 5.10 |

24. Ability to develop people (i.e., allows room for mistakes, stimulates growth, challenges positively, delegates authority):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4.00 |
| Peers | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3.00 |
| Direct Reports | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 4.80 |
| Combined | 0 | 0 | 3 | 2 | 1 | 2 | 0 | 0 | 4.30 |

25. Ability to get things done through people (i.e., delegates effectively, sets high standards, organizes efforts well):

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.00 |
| Peers | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3.50 |
| Direct Reports | 0 | 0 | 1 | 0 | 2 | 1 | 1 | 0 | 5.20 |
| Combined | 0 | 1 | 1 | 0 | 4 | 1 | 1 | 0 | 4.80 |

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LEADERSHIP EFFECTIVE ANALYSIS™

26. Conflict Management (i.e., handles conflicts professionally, addresses conflicts early, and works to resolve them effectively with all parties)

| Group | Ratings and their Frequencies | | | | | | | | Mean |
|----------------|-------------------------------|---|---|---|---|---|---|----|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | |
| Bosses | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6.00 |
| Peers | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 4.50 |
| Direct Reports | 0 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 3.80 |
| Combined | 0 | 1 | 1 | 3 | 1 | 2 | 0 | 1 | 4.30 |

Leadership Impact Report

Chris Williams

ABC Company

8/23/2013



Management
Research Group®

As part of your LEA 360® development program, your observers were given the opportunity to respond to 26 effectiveness questions in order to provide you with additional developmental feedback. Each question measures an area of leadership in which you have the opportunity to make a significant impact on your organization.

How to read this report:

- **The Feedback Graphs:** Each question gathered responses on a scale of 1 (lowest) to 7 (highest). Here is an example:

1. Overall effectiveness as a leader/manager (i.e., total level of performance against expectations, total impact in role):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|----------------------------|----------------------|---|---------|---|------------------------------|---------------------------|------------|------|------|
| | Shows little effectiveness | Not a great strength | | Average | | A good, solid leader/manager | In a class by him/herself | Don't know | | |
| B | | | | | | | | 0 | 5.52 | 0.6 |
| P | | | | | | | | 1 | 5.8 | 0.25 |
| DR | | | | | | | | 1 | 6.40 | 0.6 |

Key:

P=Peers B=Boss(es) DR=Direct Reports

M=Mean ▲

SD=Standard Deviation

- **Your scores:** Your feedback scores are presented graphically and numerically. To ensure the confidentiality of your peers and direct reports, their responses have been averaged (Mean). The Mean score for Boss is simply the score your boss provided for that question. If your observers include more than one boss, their responses have been averaged. Standard Deviation (SD) is provided for each observer group comprised of 2 or more individuals. The column labeled “Don’t Know” shows the number of respondents who selected “Don’t Know” instead of a numerical rating.
- **About Standard Deviation (SD):** Standard Deviation measures the consistency of agreement among your observers on each question. A Standard Deviation of 1.50 or less indicates that, on average, your observers’ scores varied less than 1.5 points around the mean. This can be considered a **High** degree of agreement. **Medium** agreement would be reflected by a Standard Deviation between 1.51 and 2.00, meaning that, on average, your observers’ scores varied between 1.5 and 2 points around the mean. **Low** agreement would be reflected by a Standard Deviation higher than 2.00, meaning that, on average, your observers’ scores varied more than 2 points around the mean. 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 your observers may be different and, therefore, their perceptions of you may vary.

How to use this report:

- At the end of each section, you will see a list of Leadership Practices which are related to effective functioning in that section. ***These Leadership Practices represent general suggestions for development.*** If you wish to improve your effectiveness in that section, refer to the main portion of your LEA 360® Report to review your scores on the associated Leadership Practices, and identify those you think would be appropriate to develop. You can then use the LEA Resource Guide to help you establish an action plan for increasing your use of these leadership behaviors.

For example:

If you wanted to increase your scores on “**Credibility with management and ability to inspire confidence with superiors**”, you would review your scores on Strategic, Technical, Control, Communication, Management Focus, Production and Persuasive to see which of these Leadership Practices would be appropriate for you to develop. In addition, if you received a very high score on Outgoing, you would refer to your LEA Resource Guide to see if developing one of the “moderating sets” would lower the impact of your high Outgoing score in this area.

- The Leadership Practices listed at the end of each section are meant to be a general developmental guide. **Each leadership situation is unique and, therefore, the combinations of behaviors that you need to use in order to be successful are unique.** Take the time to identify the unique demands of your situation as part of the process of determining what leadership behaviors and skills you may want to develop in order to increase your effectiveness.
- The labels of “Higher scores” and “Lower scores” above the lists of Leadership Practices at the end of each section do not designate high or low scores on the measurement scale. **Rather, they are meant to indicate placing more or less emphasis on a particular behavior.** You will need to determine the amount of emphasis that each behavior requires, based on the rest of your profile and the unique demands of the situation and your role.

We hope you will find this information useful as you continue to develop and enhance your unique approach to leadership.

Number of Respondents:

| | |
|-----------------|---|
| Boss(es): | 1 |
| Peers: | 3 |
| Direct Reports: | 5 |

Organizational Impact

1. Overall effectiveness as a leader/manager (i.e., total level of performance against expectations, total impact in role):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|----------------------------|----------------------|---|---------|-----|------------------------------|---------------------------|------------|------|------|
| | Shows little effectiveness | Not a great strength | | Average | | A good, solid leader/manager | In a class by him/herself | Don't know | | |
| B | | | | ▲ | | | | 0 | 4.00 | 0.00 |
| P | | | | | ■ ▲ | | | 0 | 5.50 | 0.71 |
| DR | | | | | ■ ▲ | | | 0 | 5.60 | 0.89 |

2. Future potential (i.e., has the ability to go beyond present level versus has reached his/her highest potential, is likely to be a major resource to the organization):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|-----------------------|---------------------------------|---|--------------------|-----|---|-----------------------------|------------|------|------|
| | Has limited potential | Needs to develop in current job | | Some possibilities | | Strong possibilities beyond present job | Unlimited; a major resource | Don't know | | |
| B | | | | | | ▲ | | 0 | 6.00 | 0.00 |
| P | | | | | ■ ▲ | | | 0 | 5.67 | 1.15 |
| DR | | | | ■ ▲ | | | | 0 | 5.00 | 1.22 |

3. Delivers Results (i.e., accomplishes a great deal, achieves significant results, focuses on measureable outcomes)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|---|------------------------------------|---|--|---|---------------------------------|---|------------|------|------|
| | Delivers significantly less results than expected | Inconsistent in delivering results | | Achieves the same level of results as most | | Delivers more results than most | Consistently delivers exceptional results | Don't know | | |
| B | | | | | ▲ | | | 0 | 5.00 | 0.00 |
| P | | | | | | ■ ▲ | | 0 | 6.33 | 0.58 |
| DR | | | | ■ ▲ | | | | 0 | 4.80 | 1.30 |

Organizational Impact (Continued)

4. Demonstrates Ethical Leadership (i.e., behaves in an ethical manner, encourages ethical behavior in others, stands up for what is right, chooses the honorable course of action)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|--|--|---|---|-----|--|--|------------|------|------|
| | Makes ethical choices that raise questions or concerns | Inconsistent demonstration of ethical leadership | | Moderately visible making ethical choices | | Regularly stands up for what is right; demonstrates ethical judgment | Strong, consistent demonstration of ethical leadership; an example to others | Don't know | | |
| B | | | | ▲ | | | | 0 | 4.00 | 0.00 |
| P | | | | | ▬▲▬ | | | 0 | 6.33 | 1.15 |
| DR | | | | ▬▲▬ | | | | 0 | 4.60 | 0.55 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

Lower scores on:

- Authority
- Self
- Restraint
- Conservative

Higher scores on:

- Strategic
- Management Focus
- Communication
- Excitement
- Technical
- Persuasive
- Control
- Production

Credibility With Management

5. **Credibility with management and ability to inspire confidence with superiors** (i.e., communicates well, delivers on promises, thinks in similar ways):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|------------------------|----------------------|---|---------|---|----------------------|------------------------------|------------|------|------|
| | Has little credibility | Not a great strength | | Average | | Has good credibility | Inspires complete confidence | Don't know | | |
| B | | | | | | ▲ | | 0 | 6.00 | 0.00 |
| P | | | | | ■ | | | 0 | 6.00 | 1.00 |
| DR | | ■ | | | ▲ | | | 0 | 4.20 | 1.10 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

| | |
|---|--|
| <p>Lower scores on:</p> <ul style="list-style-type: none"> • Outgoing | <p>Higher scores on:</p> <ul style="list-style-type: none"> • Control • Strategic • Technical • Communication • Management Focus • Persuasive • Production |
|---|--|

Credibility With Peers and Direct Reports

6. **Credibility and ability to inspire confidence with peers and direct reports** (i.e., is trusted and respected, delivers on promises):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|------------------------|----------------------|---|---------|---|----------------------|------------------------------|------------|------|------|
| | Has little credibility | Not a great strength | | Average | | Has good credibility | Inspires complete confidence | Don't know | | |
| B | | | | | | ▲ | | 0 | 5.00 | 0.00 |
| P | | | | ■ | | | ▲ | 0 | 5.00 | 1.00 |
| DR | | ■ | | | ▲ | | | 0 | 3.40 | 1.14 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

| | |
|--|---|
| <p>Lower scores on:</p> <ul style="list-style-type: none"> • Authority • Dominant • Self | <p>Higher scores on:</p> <ul style="list-style-type: none"> • Communication • Strategic • Technical • Control • Empathy |
|--|---|

Business Knowledge

7. **Understanding of how to use organizational resources** (i.e., is able to build alliances, is sophisticated about organizational dynamics, has many contacts):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD | |
|----|-------------------|------------------|---|---------|---|------------------|-----------------|------------|------|------|------|
| | Limited awareness | Somewhat unaware | | Average | | Moderately aware | Extremely aware | Don't know | | | |
| B | | | | ▲ | | | | 0 | 4.00 | 0.00 | |
| P | | | ▬ | | | | | | 0 | 4.67 | 1.53 |
| DR | | ▬ | | | | | | 0 | 3.00 | 0.71 | |

8. **Business aptitude** (i.e., understands how to make a business successful, exploits business opportunities, is skillful in business dealings):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|--------------------------|-------------|---|---------|---|-------------------------------|------------------|------------|------|------|
| | Little business aptitude | A bit naive | | Average | | Very aware of business issues | Extremely shrewd | Don't know | | |
| B | | | | ▲ | | | | 0 | 4.00 | 0.00 |
| P | | ▬ | | | | | | 0 | 4.00 | 2.00 |
| DR | | | ▬ | | | | | 0 | 4.40 | 1.67 |

9. **Financial understanding** (i.e., understands and can deal with financial issues such as budgeting, accounting, costs, P&L statements):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|----------------------------|-----------------------------|---|---------------------------|---|------------------|---------------------------|------------|------|------|
| | Virtually no understanding | Has a limited understanding | | Has a basic understanding | | Has a good grasp | Very strong understanding | Don't know | | |
| B | | | | | | ▲ | | 0 | 6.00 | 0.00 |
| P | | | | ▬ | | | | 0 | 5.33 | 1.15 |
| DR | | | ▬ | | | | | 0 | 4.40 | 0.89 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

| | |
|---|--|
| <p>Lower scores on:</p> <ul style="list-style-type: none"> • Authority • Empathy | <p>Higher scores on:</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Management Focus <li style="width: 50%;">• Communication <li style="width: 50%;">• Persuasive <li style="width: 50%;">• Production <li style="width: 50%;">• Strategic |
|---|--|

Cognitive Skills

10. Ability to see the big picture perspective (i.e., has a strategic orientation, sees interconnections between his/her own objectives and those of the company, anticipates problems):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD | |
|----|----------------|-----------------|---|---------|---|---------------------|-------------------|------------|------|------|------|
| | Limited vision | Somewhat narrow | | Average | | Better than average | Very broad-gauged | Don't know | | | |
| B | | | | | | | ▲ | 0 | 7.00 | 0.00 | |
| P | | | ■ | | | | | | 0 | 4.67 | 1.53 |
| DR | | | | ■ | | | | | 0 | 5.00 | 1.22 |

11. Capacity for effective thinking (i.e., deals well with concepts, quickly gets to the heart of an issue, is incisive):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD | |
|----|------------|---------------|---|---------|---|-----------------|-----------|------------|------|------|------|
| | Quite slow | A little slow | | Average | | Smart and quick | Brilliant | Don't know | | | |
| B | | | | | ▲ | | | 0 | 5.00 | 0.00 | |
| P | ■ | | | | ▲ | | | | 1 | 3.50 | 2.12 |
| DR | | | | ■ | | | ▲ | | 0 | 5.60 | 1.34 |

12. Fast learner (i.e., learns new material quickly, adapts rapidly to new challenges, constantly expands his/her understanding of new things):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD | |
|----|-------------------------|----------------------------------|---|---------|---|---|-----------------------------------|------------|------|------|------|
| | Rarely tries new things | Somewhat slow to learn and adapt | | Average | | Learns quickly; adapts well to new situations | Extremely fast, adaptable learner | Don't know | | | |
| B | | | ▲ | | | | | 0 | 3.00 | 0.00 | |
| P | | | ▲ | | | | | 2 | 3.00 | 0.00 | |
| DR | | | | ■ | | | ▲ | | 0 | 5.40 | 1.14 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

Lower scores on:

- Authority
- Outgoing

Higher scores on:

- Innovative
- Strategic
- Technical

Taking Charge

13. Ability to make effective decisions:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|------------------------|--|------------------------------|------------------------------------|-----------------------------|------------|---|---|------|------|
| Incapable, inefficient | Judgment suspect, too hesitant or rash | Not a strength or a weakness | Makes considered, timely judgments | Exceptional; best ever seen | Don't know | | | | |
| B | | | ▲ | | | | 0 | 4.00 | 0.00 |
| P | ■ | | ▲ | | | | 0 | 3.33 | 1.15 |
| DR | | | | ■ | | | 0 | 5.00 | 1.00 |

14. Ability to turn around difficult, perhaps even volatile leadership situations:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|---------------------------------|---------------------------|--------------------------------|--------------------|-------------------------|------------|---|---|------|------|
| Immobilized, or fans the flames | Makes the situation worse | Could do it if had long enough | Gets things moving | Is a turn-around genius | Don't know | | | | |
| B | | | | ▲ | | | 0 | 5.00 | 0.00 |
| P | | ■ | | | ▲ | | 0 | 5.00 | 1.73 |
| DR | | | ■ | | ▲ | | 0 | 4.80 | 1.30 |

15. Takes Initiative (i.e., highly proactive, originates action, makes things happen)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|--|-------------------------------|---|---|---|------------|---|---|------|------|
| Waits for others to take initiative, not proactive | Occasionally takes initiative | Moderately proactive; originates action at the same frequency as most | Usually takes initiative; often originates action | Extremely proactive; almost always takes the lead in originating action | Don't know | | | | |
| B | | | | | | | 1 | 0.00 | 0.00 |
| P | ■ | | | | ▲ | | 0 | 4.67 | 2.08 |
| DR | | ■ | | ▲ | | | 1 | 4.25 | 1.71 |

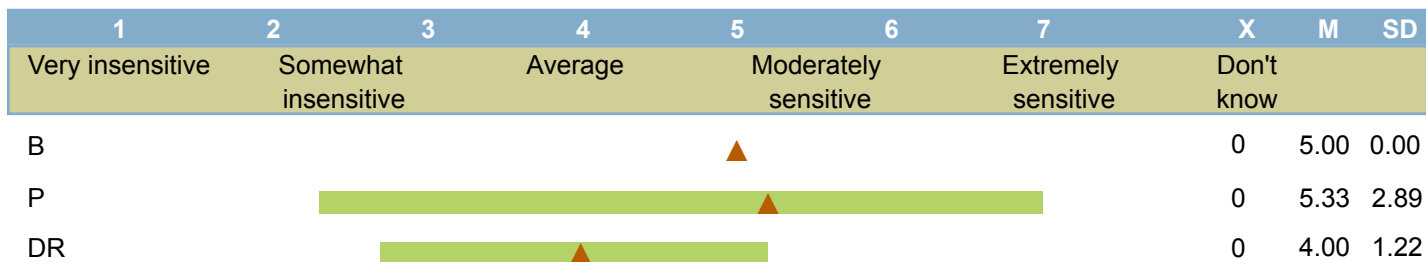
MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

- Lower scores on:**
- Authority
 - Empathy
 - Outgoing

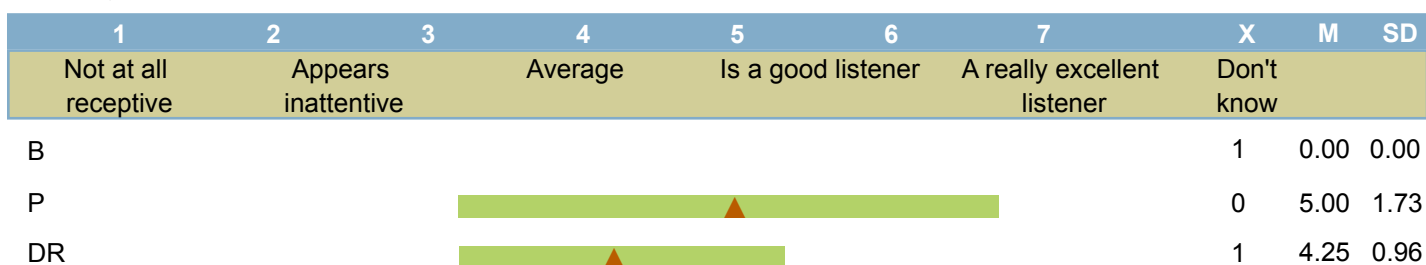
- Higher scores on:**
- Communication
 - Strategic
 - Technical
 - Management Focus
 - Persuasive
 - Restraint

Social Skills

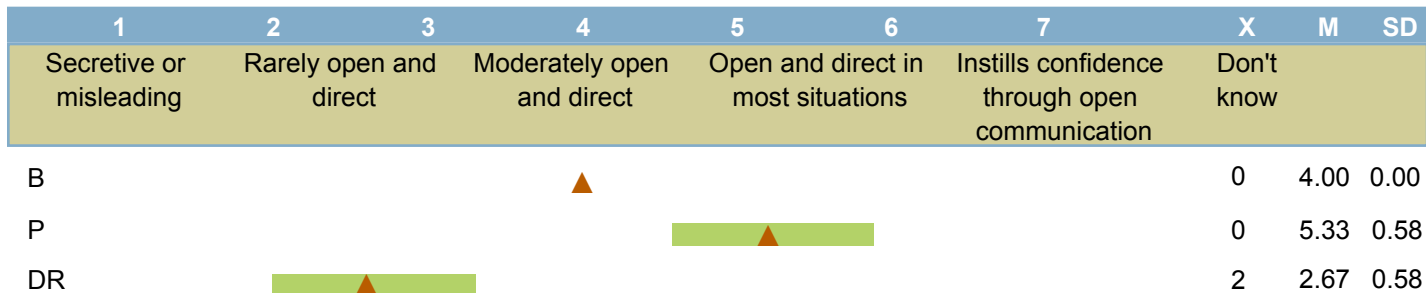
16. Sensitivity to other people's feelings (i.e., shows concern, is helpful, avoids hurting others' feelings):



17. Willingness to listen (i.e., understands quickly, acknowledges communication, goes out of his/her way to get others' views):



18. Straightforward, open communicator (i.e., discloses fully, operates without a hidden agenda, is forthright and candid, shares information openly)



Social Skills (Continued)

19. Insight into people (i.e., understands others' motivations and behaviors, is able to "read" people, understands why people do what they do):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|----------------------|-----------------------------|---|---------|------------------------------------|---|-------------------------------------|------------|------|------|
| | Very limited insight | Somewhat lacking in insight | | Average | Has a good understanding of people | | Extremely perceptive and insightful | Don't know | | |
| B | | | ▲ | | | | | 0 | 3.00 | 0.00 |
| P | | | | ■▲ | | | | 0 | 4.33 | 0.58 |
| DR | | | ▲ | | | | | 2 | 3.00 | 0.00 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

- Lower scores on:**
- Dominant
 - Self

- Higher scores on:**
- Communication
 - Consensual
 - Empathy
 - Cooperation
 - Strategic

Working with Others

20. Capacity to get people enthusiastic and involved (i.e., gets people on his/her side, is persuasive and inspiring):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|-----------------|----------------------|---|---------|---|------------------------|--------------------|------------|------|------|
| | Little capacity | Not a great strength | | Average | | Moderately charismatic | Highly charismatic | Don't know | | |
| B | | | | | | ▲ | | 0 | 6.00 | 0.00 |
| P | | | | ■ | | | | 0 | 5.00 | 1.00 |
| DR | | | ■ | | | | | 3 | 3.50 | 0.71 |

21. Ability to build relationships with customers (i.e., has a strong customer focus, seeks customer input, creates solutions for customers):


| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD | |
|----|--------------------------|-----------------------------------|---|-----------------------------------|---|-----------------------------------|--------------------------------|------------|------|------|------|
| | Inattentive to customers | Less responsive to customer needs | | Moderately attentive to customers | | Makes customer service a priority | Excels at serving the customer | Don't know | | | |
| B | | | | | ▲ | | | 0 | 5.00 | 0.00 | |
| P | | | ■ | | | | | | 0 | 5.00 | 2.00 |
| DR | | ■ | | | | | | | 1 | 4.00 | 2.16 |

22. Capacity to contribute to team performance (i.e., is willing and able to act as a team player, complements the efforts of others):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD | |
|----|-----------------|-----------|---|--------------|---|-------------------------|-------------------|------------|------|------|------|
| | A major problem | Difficult | | Fits in well | | Adds an extra dimension | Adds tremendously | Don't know | | | |
| B | | | | ▲ | | | | 0 | 4.00 | 0.00 | |
| P | ■ | | | | | | | | 1 | 4.00 | 2.83 |
| DR | | ■ | | | | | | | 1 | 3.75 | 1.26 |

Working with Others (Continued)

23. Ability to work with diverse people (i.e., people from different backgrounds, cultures, belief systems and/or life styles):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|----|-----------------------|---------------------------|--|--------------------|---|-------------------------------|---|-------------------------------|------------|------|
| | Is hostile, rejecting | Seems somewhat prejudiced | | Basically tolerant | | Respects, accepts differences | | Very supportive and welcoming | Don't know | |
| B | | | | ▲ | | | | 0 | 4.00 | 0.00 |
| P | | | | | | | ▲ | 1 | 7.00 | 0.00 |
| DR | | |  | | | | | 0 | 4.60 | 1.67 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

Lower scores on:

- Authority
- Conservative
- Dominant
- Self
- Structure

Higher scores on:

- Empathy
- Excitement
- Persuasive
- Communication
- Consensual
- Cooperation
- Strategic

Managerial Impact

24. Ability to develop people (i.e., allows room for mistakes, stimulates growth, challenges positively, delegates authority):

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|-------------------------|----------------------|---|---------|---|--------------------------------------|---------------------------|------------|------|------|
| Does little development | Not a great strength | | Average | | Shows a talent for developing others | A superb people developer | Don't know | | |
| B | | | ▲ | | | | 0 | 4.00 | 0.00 |
| P | | ▲ | | | | | 0 | 3.00 | 0.00 |
| DR | | | ■ | | | | 0 | 4.80 | 1.30 |

25. Ability to get things done through people (i.e., delegates effectively, sets high standards, organizes efforts well):

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|------------------------------|---------------------------------|---|---------|---|------------------------------|---------------------|------------|------|------|
| Poor use of people resources | Has trouble getting the maximum | | Average | | People work well for him/her | Exceptional ability | Don't know | | |
| B | | | | ▲ | | | 0 | 5.00 | 0.00 |
| P | ■ | | | ▲ | | | 0 | 3.50 | 2.12 |
| DR | | | ■ | | | | 0 | 5.20 | 1.48 |

26. Conflict Management (i.e., handles conflicts professionally, addresses conflicts early, and works to resolve them effectively with all parties)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | X | M | SD |
|--|--|---|--------------------------------------|---|---|--|------------|------|------|
| Handles conflict poorly; avoids or makes worse | Shows little skill handling conflict or disputes | | Average skill in conflict management | | Handles conflict well; good at resolving disputes | Handles conflict extremely well; masterful in resolving disputes | Don't know | | |
| B | | | | | ▲ | | 0 | 6.00 | 0.00 |
| P | | | ■ | | ▲ | | 1 | 4.50 | 0.71 |
| DR | ■ | | | ▲ | | | 0 | 3.80 | 1.48 |

MRG research indicates these LEA variables are generally related to this area of leadership effectiveness:

| | |
|--|--|
| <p>Lower scores on:</p> <ul style="list-style-type: none"> • Authority • Dominant • Outgoing • Self | <p>Higher scores on:</p> <ul style="list-style-type: none"> • Strategic • Communication • Delegation • Empathy • Control • Excitement • Management Focus • Persuasive |
|--|--|